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ABSTRACT

To provide substantive and methodological information concerning systematic vocational placement and followup to individuals responsible for educational program change, a project was conducted to develop three publications, each for different audiences: (1) school board members, (2) teacher educators, and (3) local school personnel. Information needs were identified during ad hoc meetings with representatives of the target groups. The information base for the project included: (1) literature identified through Educational Resources Information Center (ERIC) and other systems, (2) existing programs, and (3) the knowledge and experience of employees, school board members, and educators involved with the project. This final report describes the three targeted papers and the procedures used and makes recommendations to improve information dissemination. Sample questionnaires, a bibliography, and letters of permission from school districts are appended. The interim report containing the targeted papers is available as VT 015 018 in this issue. (Author/BH)

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Final Report

Project No. 1-0214
Grant No. OEG-0-71-2850

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TARGETED COMMUNICATIONS FOR INSTITUTING VOCATIONAL PLACEMENT AND FOLLOWUP

February 29, 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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ABSTRACT

To provide substantive and methodological information concerning systematic vocational placement and followup to individuals responsible for educational program change, a project was conducted to develop three publications, each for different audiences. The three audiences were (1) vocational education teacher educators, (2) school board members, and (3) local school personnel, including administrators, directors of vocational education, counselors, and teachers. Information needs were identified during ad hoc meetings with representatives of the target groups. The information base for the project included literature identified through ERIC and other systems, the knowledge and experience of employees, school board members, and educators involved in the project, and existing programs. The three publications, submitted in the Interim Report of this project (December 31, 1971), are: (1) "Placement and Followup of Secondary School Vocational Education Students," by Melvin D. Miller and Wesley E. Budke, (2) "Is Your School Meeting Student Needs: Job Placement, Student Followup," and (3) "Job Placement and Student Followup: Information for Vocational Teacher Educators," by Melvin D. Miller and Wesley E. Budke. This final report provides letters from school districts granting permission for use of forms submitted in the Interim Report. Readers desiring information on the conduct of the project and the resulting publications should examine the Interim Report.

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PREFACE

The great majority of youth enter the world of work without a baccalaureate degree. The individual's readiness and opportunity to find satisfactory employment should mesh with the ability of society to afford economic security. Educational planners must examine the basic relationship of school programs to the needs of all individuals for occupational preparation, and to the nature of the help schools can and should provide.

A basic premise of career education suggests students should be prepared for and helped in locating desirable employment. This project suggests some ways education might better serve students through job placement and student followup.

Special recognition is due Melvin D. Miller and Wesley E. Budke of the project staff for their scholarship in authoring the publications in this report. Recognition is also due the directors of the Research Coordination Units and ad hoc committees in Tennessee, Oklahoma, and Wisconsin and the many other individuals who contributed to the preparation of these publications.

J. David McCracken
Project Director

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INTRODUCTION

The ultimate test of the quality of a vocational education program is placement and advancement of students in occupations related to their training. Vocational schools accepting responsibility for initial job placement of their students are more successful than comparable schools which have not accepted this obligation.

Evaluation of the adequacy of a vocational education program comes from the followup of students. Followup of students provides data for adjustment and improvement of instructional programs.

Placement and followup of students is a major goal influencing the planning of career education models being developed under sponsorship of USOE. Schools must examine alternatives to current practices which result in more meaningful educational experiences for students. The placement of students in productive occupations and following them up to obtain feedback from employers and graduates are viable alternatives to current practice. Secondary schools have been relatively successful placing and following up students continuing in higher education. Such responsibility must also be accepted for the students leaving school at the completion of Grade 12 or earlier.

Purpose

The purpose of this project was to provide substantive and methodological information, concerning systematic vocational placement and followup, to specific groups of educators and others who make decisions resulting in educational program change.

Objectives

Specific objectives of the project were to:

1. Provide vocational education teacher educators with the information necessary to instruct prospective and in-service teachers in the strategies and techniques for implementing effective placement and followup programs.

2. Provide information to school board members enabling them to view vocational placement and followup as a necessary part of the vocational education program and to consider strategies for developing community understanding, participation, and support.

3. Provide local administrators, directors of vocational education, counselors, and teachers with guidelines useful for planning and implementing vocational placement and followup programs.

The primary consideration as the targeted communication products were developed was to produce desirable change in the placement and followup programs of vocational education in the nation's schools. This transformation is sought through vocational education teacher educators, school administrators, local directors of vocational education, counselors, and vocational teachers. Effective job placement and transition from school to work is particularly important in view of the high unemployment rate of school dropouts and recent high school graduates. Placement and followup is especially important among persons who are classified as socially, economically, culturally, and educationally disadvantaged.

This project is primarily concerned with the placement and followup of vocational education students at the secondary school level. Much of the material, however, has equal applicability in post secondary institutions such as junior or community colleges and technical institutes.

PROCEDURE

The procedures for the project are discussed in terms of audiences, knowledge base, and treatment of information.

Audiences

Key target audiences which have influence over the development and implementation of vocational placement and followup programs are vocational teacher educators, school board members, and local educational personnel.

Vocational Teacher Educators

Vocational teacher educators are responsible for preparing teachers in effective vocational education program operation. Additional information must have high priority if it is to be incorporated into instructional programs. This dictates that teacher educators must have a product which emphasizes the importance of vocational placement and followup and is available in a form which can readily be incorporated into the instructional sequence.

School Board Members

School board members form a vital link between the school and community, but because they are usually engaged in other occupations and lack time, they are not as concerned with the details of operating the school systems. Their primary information need is for short concise forms of information which give them an awareness of a problem and provide a basis for policy decisions.

Local Educational Personnel

Local educational personnel (i.e., school administrators, vocational directors, counselors, and vocational education teachers) are responsible for interpreting and implementing policies of the board of education. These persons are directly responsible for vocational education program development with counselors and teachers interfacing directly with students. Their information needs include guidelines which might be useful for local program implementation.

Target Audience Involvement

To secure the necessary information concerning target audience needs, characteristics, and time constraints, the project staff met with practitioners representing each target group. Research Coordination Units in three states selected members for ad hoc advisory committees. The Tennessee Occupational Research and Development Coordination Unit directed by Garry Bice at the University of Tennessee, Knoxville, was selected as the site for the meeting with local educators. Wisconsin Research Coordination Unit, under the direction of Roland Krogstad, Madison, Wisconsin, was the location for the meeting with school board members. The third target audience, vocational teacher educators, was convened at the Research Coordination Unit, Stillwater, Oklahoma, under the direction of William Frazier.

Local Education Audience

The meeting with local educators at Knoxville, Tennessee was held on June 22, 1971. At this meeting, Wesley Budke and Melvin Miller of the project staff met with members of an ad hoc committee. Ad hoc committee members were Bruce Hinton, Director of Vocational-Technical Education, Knox County Schools, Knoxville; Fritz Overs, Principal of Dobyns-Bennett High School, Kingsport; James McCoy, Jr., Chairman of the Guidance Department, Halls High School, Knoxville; and Paul Riggs, Cooperative Education Coordinator at Dayton, Tennessee. Bob Coker represented the Tennessee Occupational Research and Development Coordinating Unit.

The meeting of the target group resulted in seven substantive areas that the target group felt needed synthesizing. They were: (1) definition, assignment of responsibility and design of the placement program, (2) internal and external relationships of the placement program, (3) community relations and linkages with business, (4) identification of students and matching them with jobs, (5) placement personnel qualifications, (6) personnel and facilities, and (7) forms. Needed information concerning followup of students included data to be secured, procedures for treating data, and the utilization of followup data in improving or adjusting current vocational programs. Suggestions were also obtained concerning the organization and format of a publication for local audiences related to the placement and followup of vocational students.

School Board Audience

The meeting with the school board target audience was held at the Board of Vocational, Technical, and Adult Education, Madison, Wisconsin on June 30, 1971. Wesley Budke and Melvin Miller of the project staff met with Harold Polzer, personnel director, Oscar-Mayer and Co., Madison, who is also a member of the Grove Public School District, Madison, and with Robert Ringdahl, president of Northern Engraving Co., Sparta, Wisconsin, representing the District Board of Vocational, Technical and Adult Education, Western Wisconsin Technical Institute, LaCrosse. These individuals encouraged aggressiveness on the part of schools in placing their graduates in business and industry. They felt that schools should have a representative responsible for contacting various potential employers concerning the employment of their graduates.

They normally receive several hundred pages of written material to review prior to every school board meeting. They insisted on information in a form that was extremely short, eye-catching, and readable in a very short amount of time. Because of their input, it was decided that this publication should be in the form of a brochure. Also participating in the meeting were Jack Smythe and Jim Covey of the Wisconsin Board of Vocational, Technical, and Adult Education and William Temte, Administrator for Research and Planning with the Western Wisconsin Technical Institute.

Vocational Teacher Education Audience

The meeting with vocational education teacher educators was held in Stillwater, Oklahoma on July 7, 1971. Wesley Budke and Melvin Miller of the project staff met with William Frazier, Director of the Research Coordinating Unit, Oklahoma State Department of Vocational and Technical Education; William Stevenson, Assistant State Director and Head, Division of Research, Planning and Evaluation, State Department of Vocational and Technical Education; Lucille Patton, Professor, Distributive Education, Central State University; Robert Price, Head, Department of Agricultural Education, Oklahoma State University; and Lloyd Wiggins, Acting Head, School of Occupational and Adult Education, Oklahoma State University.

The teacher education ad hoc committee felt that the publication should synthesize, from the literature and knowledge base, competencies needed by teachers of vocational education and suggested activities to develop these competencies. Competencies were identified, supporting rationale was developed and activities were suggested that would assist teacher educators in developing these skills in future teachers.

Review of Papers

Papers were reviewed by two members of each target audience in meetings at The Center with project staff. One of the reviews for each paper was a member of the original ad hoc committee. The other reviewer was to be a member of the target audience with no previous knowledge concerning the paper.

Reviewers meeting at The Center representing the local audience were Bruce Hinton, Director, Vocational-Technical Education, Knox County Schools, Knoxville, Tennessee; and Herbert Chamberlain, Director, Eastland Vocational Center, Groveport, Ohio. These two reviewers met with David McCracken, Wesley Budke, and Melvin Miller of the project staff. The paper was revised by the project staff based on the input of the reviewers.

Robert Ringdahl, President, Northern Engraving Co.; and William S. Parry, Akron Welding and Spring, Akron, Ohio, were selected as the school board members to review the brochure on job placement and student followup. Few suggestions were made for revision of content. They expressed the opinion that the dissemination of this document may be more difficult than determining the content. It was suggested that dissemination be accomplished through the school board associations as well as placing the brochure in the hands of school superintendents.

Reviewers for the vocational teacher education job placement and student followup paper were Lucille Patton, Professor, Distributive Education, Central State University and Wayne Courtney, Graduate College, Stout State University. These members of the target audience met at The Center on September 10, with David McCracken, Wesley Budke, Melvin Miller, Joel Magisos, and Mildred Thorne, Research Associate, Division of Practice Improvement, National Center for Educational Communication. The reviewers were critical of the draft prepared for vocational teacher educators and during the course of the day assisted the project staff in adding, deleting, and reorganizing the content of the paper. The reviewers were agreeable with the job competency format of the paper, but desired more information on procedures for accomplishing suggested activities.

Knowledge Base

The knowledge base for this project consisted of both information reported in the literature and the knowledge and experience of target audience personnel.

The document base was the collection of the Educational Resources Information Center (ERIC) the ERIC Clearinghouse on Vocational and Technical Education, and the Research Library of The Center. Computer and manual searches were conducted of documents reported in Research in Education (RIE), Current Index to Journals in Education (CIJE), Abstracts of Research Materials in Vocational and Technical Education (ARM), and Abstracts of Instructional Materials in Vocational and Technical Education (AIM). Bibliographic citations found in searching were traced and used when applicable. Publications were obtained on placement and followup from State Directors of Vocational and Technical Education in states having programs in operation.

The project staff collaborated with personnel of the Research Coordinating Units of Tennessee and Wisconsin. Tennessee is developing a program for job placement and Wisconsin has developed a system for followup of graduates. Visitations were made to programs in operation in Akron and Cleveland, Ohio. The experience of the target audience personnel was also utilized.

Treatment of Information

Targeted communications products developed for this project represent a synthesis of knowledge concerning the placement and followup of vocational education students. The authors were selective in utilization of literature related to the topic. Much of the more relevant information on student placement was found through visitation of existing programs and interaction with target audience personnel.

Inferences and guidelines were developed for the practicing educator. Operating concepts are presented and discussed in terms of their applicability. Products developed are intended to be of maximum value to the practitioner seeking to develop and improve career education in his community.

Early conferences were held with ad hoc committees of target audience personnel. These educators outlined their information needs relating to the placement and followup of vocational education students. Information necessary was drawn from the literature, employers, educators, and program visitations. Early drafts of publications were reviewed by target audience personnel in terms of applicability to practice.

After target audience approval, the drafts were then reviewed by substantive experts. Reviewers were: Kenneth Little, University of Wisconsin (retired); Gene Bottoms, State Department of Education, Georgia; Richard Boss, Residential Manpower Center, Portland, Oregon; Joseph Impellitteri, Pennsylvania State University; and Eugene Dorr, State Department of Education, Arizona. These reviewers made numerous suggestions for improvement of the manuscripts. The manuscripts were then revised by the authors and are submitted in the following chapters.

TARGETED COMMUNICATIONS

Three manuscripts were developed and submitted in the Interim Report representing targeted communications to local school personnel, school board members, and teacher educators.

Local Schools

The outline for the local paper was developed by local school personnel based upon their need for information on this topic. The paper is in two parts. Part I discusses job placement in terms of: Need and Objectives, The Placement Program, The Job Placement Coordinator, Relationships with Other Placement Programs, Supporting Job Placement Programs, Evaluation, and Checklist of Activities. Part II discusses student followup under: Introduction, Objectives, Roles and Responsibilities, Program Alternatives, Frequency and Timing, Classification of Information, The Data Collection Instrument, Locating Vocational Graduates, Insuring Response, Employer Followup, Treating Data, and Checklist of Procedural Activities.

School Boards

The manuscript for school board members was developed according to specifications resulting from an ad hoc committee meeting of employers, school board members, and the project staff. The major need of school board members was for an "awareness" brochure that would bring the topic and its importance to their attention. They would then rely on their education personnel to develop a program for implementation.

Teacher Education

Material included in the publication meets the specifications of the target audience. Content and format were specified by an ad hoc committee and reviewed by teacher educators. Content includes: Introduction, Organization and Operation of a Model Local Program, A Teacher Education Program, and Bibliography. Numerous forms and instructional aids are appended.

RECOMMENDATIONS

The placement and follow-up of secondary students for further education or in satisfactory occupations requires accountability of educational institutions. Job placement is a function not assumed by most schools of the nation. Adequate job placement would serve as a bridge between school and the occupational world, and also provide input for improvement of educational programs.

A basic premise of career education suggests students should be prepared for and helped in locating desirable employment. In keeping with the current emphasis on career education, it is recommended that special priority be given to dissemination and utilization of the information in these three manuscripts.

The Center for Vocational and Technical Education annually sponsors or assists with a Leadership Development Seminar for State Directors of Vocational Education, National Vocational-Technical Teacher Education Seminar, Leadership Development Seminar for State Directors of Community Colleges, and the National Seminar for Directors of Research Coordination Units. Members of The Center staff also assist in planning seminars, conferences, and workshops for many professional groups. It is recommended that a presentation be developed, with appropriate visual aids, for use in communicating the importance of and responsibility for job placement and student followup. Handout materials could be developed for use at seminars which would provide information on how to obtain the three targeted publications.

It is recommended that the brochure developed for school boards be disseminated through national and state school boards associations and through the American Association of School Administrators (AASA). A similiar awareness brochure should be developed for use with a general education audience.

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Wood, Grant Ree. Problems, Practices and Perceptions of Missouri Counselors in the Selection, Placement and Followup of Vocational Education Students. University of Missouri, 1970. 199 pp. (MF available from University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106)

APPENDIX A

Manuscript Correction

Please delete the last paragraph on page 20 of Placement and Followup of Secondary School Vocational Students which refers to Appendix N and insert the following paragraph:

> The major limitation of state-wide followup programs has been that the data collected is too superficial for local needs. In view of this, Starr, et al. (1970) in their work at The Center for Vocational and Technical Education have developed a state evaluation system which provides the local schools with evaluative data in a form which can be readily used for annual and long-range program planning and improvement of instruction. The "Followup Survey of Former Vocational Students" shown in appendix N, is only one of six instruments in the evaluation package which provide data about: (1) program characteristics, including enrollments, and program quality and accessibility; (2) student status and characteristics information, including equal opportunity data, and special needs data; and (3) followup information for use in assessing the effectiveness of vocational programs in relation to training outcomes. Also, included in the evaluation system are data processing routines, computer programs, and suggested formats for data presentation. Persons interested in this material should contact the Product Utilization Specialist at The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

APPENDIX B

SELECTED PROGRAMS AND AGENCIES

During the development of the manuscripts on job placement and student followup, several schools and agencies were identified as having sound or innovative job placement or student followup programs. Various aspects of job placement and student followup are listed along with the name of the school or agency currently involved in that phase of the program.

I. Job placement programs sponsored by state departments of education or the National Urban League to help disadvantaged and inner-city youth find employment. Placement specialists work with school personnel and employers to provide students with employment information and help place students in jobs for which they are suited.

Akron-Summit County Placement Department
Akron and Summit County Public Schools
80 West Center Street
Akron, Ohio

Job Development Service
Quincy-Woodhill Center
Room 324
10600 Quincy Avenue
Cleveland, Ohio

School to Industry Job Development Program
The Pittsburgh Board of Education
Division of Occupational, Vocational, and Technical Education
Pittsburgh, Pennsylvania

School to Industry Program
Minneapolis Public
807 N.E. Broadway
Minneapolis, Minnesota

II. State-wide job placement program for area vocational-technical schools. Georgia has a program entitled TECHDAYS where business and industrial representatives come to the school and describe opportunities offered by their firms. They interview interested students personally by appointment. Throughout the remainder of the day, employers may also make appointments and arrange for students to visit their businesses.

TECHDAYS: Georgia's State-Wide Job Placement Program for Area Vocational-Technical Schools
Georgia State Department of Education
302 State Office Building
Atlanta, Georgia

III. The following schools are representatives of those having effective on-going student followup programs, and were the source of several instruments found in the appendix.

Union High School
District No. 5
Milwaukie, Oregon

Western Wisconsin Technical Institute
LaCrosse, Wisconsin

Eastland Vocational Center
4465 South Hamilton Road
Groveport, Ohio

IV. Systematic state-wide evaluation of vocational education.

The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio

Vocational Education Reporting and Individual Followup by Year (VERIFY)
The Palo Alto Educational Systems, Incorporated
Scottsdale, Arizona

V. Performance-based vocational teacher education pilot programs.

Dept. of Vocational Education
University of Missouri
Columbia, Missouri

Dept. of Vocational Education
Oregon State University
Corvallis, Oregon

APPENDIX C

CLEVELAND PUBLIC SCHOOLS

1380 East Sixth Street • Cleveland, Ohio 44114 • Telephone 579-0600

PAUL W. BRIGGS
Superintendent

January 11, 1972

Mr. Wesley E. Budke
Research and Development Specialist
Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Dear Mr. Budke:

We are very glad to cooperate with you in giving permission to publish the forms, which we gave you last August.

Quite a few school systems have either visited us or written to us concerning the program, and we are always glad to help them to get started in the program which we feel is very worthwhile.

Don't hesitate to call on us for any other material which we might be able to supply.

Sincerely yours,

Chas McBride
Charles A. McBride
Staff Assistant
Job Development Service

CAMc/pr

JOB ORDER* DATE______________197___

COMPANY__________________________ADDRESS______________________ZIP______

PHONE_____________CONTACT M___________________TITLE_____________________

JOB TITLE______________________NO._______M___ F___Starting Rate $_____Hours___

DUTIES____

____

____

EDUCATIONAL REQUIREMENTS:____

____

SPECIAL PHYSICAL REQUIREMENTS:____

CO. BENEFITS:	Tuition refund-Yes No %	REFERRALS:
BLUE CROSS:	Yes No	
PENSION PLAN		
VACATION POLICY		
OTHER		
CO. LITERATURE		

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio

JOB APPLICATION*

(Please Print) NAME Last First Middle	Social Security No.	Date of Birth
ADDRESS Street and Number City Zip	Phone No.	School Attending

Vocational Courses: (List course and grade

List scholastic Honors Received

What school activities have you participated in?

What are your hobbies and interests?

What have you done to earn money during your school years?

Do you have a driver's license? Yes ☐ No ☐

Has your driver's license ever been suspended? Yes ☐ No ☐

Are you now under a doctor's care? Yes ☐ No ☐

What serious illness, operations or accidents have you had?

FACULTY REFERENCES

NAME	SCHOOL
1.	
2.	

Write a short paragraph about your plans or desires for your future career.

Signature

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio

SENIOR INFORMATION FORM *

Date ____________

Name ______________________________ Birth Date ____________
Last First Middle

School ____________ Homeroom No. ____________ Teacher ____________

Class of ________ Home Address ____________ Zip) Phone ____________

Neighbor's Phone ________ Social Security No. ____________ Height ______ Weight ______

Live with Parents _____ Guardian _____ Relatives _____ Drivers License Yes _____ No _____

Do you intend to get further education or training? Yes ___ When ______ Where ______

No _____

If not going on to further education, what? ____________________

Type of vocational courses taken: ____________________

____

____

Hobbies or Interests ____________________

PREVIOUS EMPLOYMENT HISTORY

Employer	Job	From	To	Reason for leaving

Do not write below this line

DATES EMPLOYED

Employer	Job	From	To	Remarks

(Continued)

---

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio

(Continued) SENIOR INFORMATION FORM

MAJOR COURSES

10th Grade Course	Mark	11th Grade Course	Mark	12th Grade Course	Mark

Attendance____________________ Activities____________________________________

COUNSELOR'S RECOMMENDATIONS____

EMPLOYMENT INTERVIEWS

Date	Company	Contact	Job Opening	Results

COUNSELING RECORD

DATE:__________

DATE:__________

DATE:__________

DATE:__________

EASTLAND
FOR A BRIGHTER FUTURE
VOCATIONAL CENTER

EASTLAND VOCATIONAL CENTER

4465 SOUTH HAMILTON ROAD • GROVEPORT, OHIO 43125 • (614) 836-5725

Ralph W. Hudson, *Superintendent*
Willard P. Brenning, *Clerk-Treasurer*
Herbert D. Chamberlain, *Director of Vocational Education*
Carlton G. Antoine, *Director of Pupil Personnel*

Wesley E. Budke
The Center for Vocational & Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

January 7, 1972

Dear Wes:

It is a pleasure to grant you permission to use the attached forms in any way you can to complete the Job Placement and Student Followup Project. I enjoyed time spent on this project and it is nice to know that Eastland has something to contribute to the cause.

Sincerely,

Herb Chamberlain

H. D. Chamberlain
Director of Vocational Education

HDC/hsb

EASTLAND VOCATIONAL CENTER

Guidance & Placement Office

STUDENT REGISTRATION INFORMATION FORM

Date:________________________

Please Print:

Name:____Sex:_______
(Last) (First) (Middle)

Home Address____
(Street Number) (City) (Zip)

Home School__________________________________

Grade Next School Year:________________________

Present Program at Eastland:__________________________________

Do you plan to return to the Eastland Vocational Center next school year? (Circle one) Yes No

If the answer is NO to the above question, where will you be attending school? __________________________________

What subjects will you be taking?

____________________ ____________________

____________________ ____________________

____________________ ____________________

If the answer to the first question is YES, list the vocational area and academic subject(s) you plan to take.

____

____

____

EASTLAND VOCATIONAL CENTER
Guidance and Placement
Student Placement Report

NAME ______________________________

EMPLOYER ______________________________

EMPLOYER ADDRESS ______________________________

COURSE AT EASTLAND ______________________________

JOB DESCRIPTION ______________________________

____

____

PAY RATE ____________ HOURS OR SHIFT ____________

HOW DID YOU SECURE THIS JOB? (check one)

_______ INSTRUCTOR

_______ SUPERVISOR

_______ FRIEND

_______ GUIDANCE OFFICE

_______ NEWSPAPER AD

_______ STATE EMPLOYMENT OFFICE

_______ RELATIVE

_______ OTHER

DATE OF GRADUATION ______________________________

DATE EMPLOYMENT SECURED ______________________________

DATE STARTED TO WORK ______________________________

DID YOUR TRAINING AT EASTLAND QUALIFY YOU FOR THE JOB WHICH YOU ACCEPTED? _____ COMMENTS ______________________________

____

ALL INFORMATION WILL REMAIN CONFIDENTIAL, IT WILL BE USED ONLY TO EVALUATE OUR PROGRAM AND TO MAKE FUTURE IMPROVEMENTS.

G-11

NORTH CLACKAMAS SCHOOL DISTRICT
OWEN O. SABIN OCCUPATIONAL SKILLS CENTER

14211 SE Johnson Road • Milwaukie, Oregon 97222 • Phone (503) 659 - 3330

PRINCIPAL
Robert Crain

January 11, 1972

Dr. Wesley E. Budke
Center for Vocational Technical Education
1900 Kenny Road
Columbus, Ohio 43216

Dear Dr. Budke:

In response to Dr. Mel Miller's request, I'm enclosing a copy of two forms we use at the Owen O. Sabin Occupational Skills Center.

With this letter goes permission to use these forms in your research and publication as you wish.

Sincerely,

Robert L Crain

Robert L. Crain
Principal

jw
Enc.

INITIAL DATA COLLECTION QUESTIONNAIRE*
(4 X 6 card)

NAME ____________________
ADDRESS ____________________
HOME PHONE ____________________

CLUSTER ____________________
HOME SCHOOL ____________________
COUNSELOR ____________________

CAREER PLANS

FULL-TIME EMPLOYMENT ____________________
____

FORMAL TRAINING ____________________
-FULL-TIME ____________________
-PART-TIME ____________________

APPRENTICESHIP ____________________

CAREER PLANS
-RELATED ____________________
-NOT RELATED ____________________
-INDEFINITE ____________________

MILITARY SERVICE
-ENLIST ____________________
-RESERVES ____________________

-BRANCH ____________________
-WAIT TO BE DRAFTED ____________________

(FRONT)

WORK/TRAINING AND PLACEMENT INFORMATION

EMPLOYER ____________________
____
SUPERVISOR ____________________

ADDRESS ____________________
PHONE ____________________
HOURS WORKING PER WEEK ____________________

- -

TYPE OF PLACEMENT
-PART-TIME ____________________
-RELEASE-TIME ____________________
-TEMPORARY ____________________

- -

GRADUATE PLACEMENT INFORMATION

---

*Milwawkie School District #5
Milwawkie, Oregon

CATEGORY 1-2-3-4-5-6-
(Circle One)

OCCUPATIONAL SKILLS CENTER
PRE-GRADUATE SURVEY
(SENIOR ONLY)

1. NAME______________________________ 3. LEVEL COMPLETED____________________

2. ADDRESS____________________________ 4. *COURSE__________________________

______________________________ ______________________________

*If you have taken more than one course, please indicate both courses.

5. Based upon the information provided in October have you changed your post-high school plans.

OCTOBER	MAY

6. Why did you enroll in the Skills Center program?

7. Since coming to the Skills Center, what have been the most significant events which have made you feel your time was wasted or worthwhile?

8. If you participated in additional training or work experience programs offered, please tell what it was and how you felt about the experience.

9. Did participation ih the additional programs cause you to change your mind about what you would do after graduation? If so, explain - if not, also explain....

10. In a few words would you explain how attending the Skills Center has influenced your attitude about the following...

School in general:

Regular attendance:

Grades:

11. Would you permit us to contact your parents/guardian to gain a better understanding of how they feel about the Skills Center; if yes, please list a mailing address where they may be contacted.

12. This area below is permitted for you to make any additional comments (good or bad) about your time at the Skills Center. It is important that you be as honest as possible. If you have suggestions, now is the time to let us know.

WESTERN WISCONSIN TECHNICAL INSTITUTE
6th and Vine Streets
LA CROSSE, WISCONSIN
54601

CHARLES G. RICHARDSON
District Director

January 27, 1972

Mr. Wesley E. Budke
Research and Development Specialist
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Dear Mr. Budke:

Thank you for the opportunity to participate in your publications that resulted from the meeting on Targeted Communications for Job Placement and Student Followup last June.

Permission is hereby granted to utilize the Six-Month Followup and the Three-Year Followup forms as you see fit in your publications.

Sincerely,

William H. Temte

William H. Temte, Administrator
Research and Planning

WHT:las

Center For Wisconsin Vocational, Technical and Adult Education District No. 2

WESTERN WISCONSIN TECHNICAL INSTITUTE

SIX MONTH FOLLOW-UP

PROGRAM____________________

FEMALE__________ MALE__________

IF THE ABOVE ADDRESS IS NOT CORRECT, PLEASE PRINT CORRECTIONS BELOW:

NAME______________________________

STREET ADDRESS________________________

CITY_______________ STATE____________

ZIP CODE____________

Are you employed? Yes ☐ No ☐ If yes, answer Section I below. If no, answer Section II below. All alumni answer Section III.

SECTION I:

a. Job title:______________________________________

Describe duties:____________________________________

____

b. Name of company or business:____________________________

Address of employer--City____________________ State____________

c. Gross starting salary $_______________

Circle one: hour weekly monthly yearly bi-weekly

Average number of hours per week____________________

d. Which one of the following was most effective in obtaining your job?

Someone working at this school ☐
Friends and relatives ☐
Advertisements ☐
Public employment agency ☐
Private employment agency ☐
Returned to previous employer ☐
Other ☐ Specify____________________

____

e. Was your starting job the kind you expected upon graduation? Yes ☐ No ☐

Comment:____________________________________

____

Please complete Section III next.

SECTION II:

a. Seeking employment Yes ☐ No ☐

If no, check one of the following:

Active military service ☐
Drafted ☐ Volunteer ☐ Enlisted man ☐ Officer ☐
In school full-time ☐
Married (homemaker) ☐
Peace Corps or VISTA ☐
Other ☐ Specify____________________

____

If you were employed at the time of induction, describe your job____________

____

Describe your duties in service________________________

____

SECTION III:

a. How many employers were contacted while seeking employment? ____________

Upon graduation did you find opportunities for employment? Yes ☐ No ☐

At this point, do you think your training at W.W.T.I. prepared you for your job? Yes ☐ No ☐

Would you recommend the program you have completed to others? Yes ☐ No ☐

Comment: ____

____

b. If you had had an opportunity to begin your program at W.W.T.I. in June, immediately after high school graduation, would you have started then?

Yes ☐ No ☐

Would you have waited until September anyway? Yes ☐ No ☐

THREE YEAR FOLLOW-UP

CLASS OF 1967

WESTERN WISCONSIN TECHNICAL INSTITUTE

NAME:______________________________ SOCIAL SECURITY NO.____ ____ ____

SEX- Male( ) Female( ) PROGRAM____________________ CODE__________

1. What is your present employment status? (check one)
   - (a) Employed full-time........................( )
   - (b) Employed part-time........................( )
   - (c) In military service.......................( )
   - (d) In school full-time.......................( )
   - (e) Unemployed - seeking work.................( )
   - (f) Unemployed - not seeking work.............( )
2. If you are working full-time, are your working in a field (check one)
   - (a) Related to your training..................( )
   - (b) Not related to your training..............( )
3. Name of employer______________________

   Address of employer______________________

   Your job position______________________
4. If you are in the military service what is your job specialty__________

   ____
5. Are your working for the same employer you went to work for immediately following graduation? Yes ( ) No ( )
6. Number of different employers you have worked for. (check one)

   (1) (2) (3) (4) (5) (more than 5)
7. Number of promotions you have received from your present employer__________

8. Monthly salary you received immediately following graduation $________ per hour or $__________ per month.

9. Your starting salary with your present employer $___________ per hour or $_________ per month.

10. Your present salary $_____________ per hour or $_____________ per month.

11. Do you receive any additional compensation such as room, board, laundry, uniforms, tips, etc. Yes( ) No( )

Average monthly value of such compensation $_____________

12. What form of additional education have you had since graduation? (check all that apply)

Type	No. of Months
(a) Apprentice	( )
(b) Management training program	( )
(c) Company technical school	( )
(d) College	
Full-time	( )
Part-time	( )
(e) Vocational-technical school	
Full-time	( )
Part-time	( )
(f) Correspondence	( )
(g) Other	( )
(h) None...(check if applicable)	( )

13. Circle the number that you feel best describes the training you received at Western Wisconsin Technical Institute. (use the descriptions below the numbers as a guide)

1 2 3	4 5 6 7	8 9 10
Not adequate to perform on the job	Received adequate training to secure first employment	Received training far above what was needed for first job

14. There are two major forms of post-high school education. They are Colleges and University education leading to the four-year degree or Vocational Technical training leading to the two-year Associate Degree or Vocational Diploma. Which of the following factors influenced you in making your choice. (check an answer for each item)

	No Influence	Some Influence	Major Influence
(a) Length of time needed to complete training	( )	( )	( )
(b) Like to work with my hands	( )	( )	( )
(c) Did not have sufficient understanding of the other form of training	( )	( )	( )
(d) Like to work with ideas	( )	( )	( )
(e) Low cost	( )	( )	( )
(f) Specialized programs offered	( )	( )	( )
(g) Athletic program	( )	( )	( )
(h) Social life on campus	( )	( )	( )
(i) Advice of high school counselor	( )	( )	( )

15. In which of these organizations have you participated since you graduated from Western Wisconsin Technical Institute? (check all that apply)

	Member	Participated Actively	Officer
(a) Social and fraternal organizations	( )	( )	( )
(b) Professional organizations	( )	( )	( )
(c) Political organizations	( )	( )	( )
(d) Religious organizations	( )	( )	( )
(e) Service organizations	( )	( )	( )

16. While attending Western Wisconsin where did you reside the majority of the time (check one)

(a) Sleeping room (b) Dormitory (c) At home (d) Apartment

APPENDIX C

JOB PLACEMENT AND STUDENT FOLLOWUP:
INFORMATION FOR VOCATIONAL TEACHER EDUCATORS

by

Melvin D. Miller
and
Wesley E. Budke

VT 015 013

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INTRODUCTION

> "Effective occupational preparation is impossible if the school feels that its obligation ends when the student graduates. The school, therefore, must work with employers to build a bridge between school and work. Placing the student on a job and following up his successes and failures provides the best possible information to the school on its own strengths and weaknesses." (U.S. Congress, 1968)

Preparation for work is a primary goal of vocational education and successful placement in a productive role is an accepted indicator of appropriate instruction in vocational education. Placement provides initial evidence that instruction has been pertinent to the job entry needs of students.

Even when full-time job placement has been effected, vocational education's job is not complete. The success or failure of instructional programs must be determined by conducting student followup.

Rationale

Although authoritative sources continually emphasize the school's responsibility for conducting job placement and student followup, there is a general lack of such programs. In 1968, the Committee on Labor and Public Welfare in their "Bridge Report" found that "most schools did not provide efficient vocational placement services, and few schools had organized programs for systematic followup of students after graduation or placement." (U.S. Congress, 1968)

Rules and Regulations for the 1968 Amendments to the Vocational Act of 1963 mandate that vocational education students shall be provided with guidance and counseling services as are required by the instructional program and that "Such vocational guidance and counseling services shall be designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with information necessary to make meaningful and informed occupational choices, (3) assist them while pursuing a program of vocational instruction, (4) aid them in vocational placement, and (5) conduct followup procedures to determine the effectiveness of the vocational instruction and guidance and counseling program." (Federal Register, 1970)

Responsibility

Local school personnel and teacher educators share responsibility in seeing that vocational education's commitment to job placement and student followup is met. Local educators need to provide the administrative structure and resources these programs require. Teacher educators must insure that pre- and in-service programs prepare vocational teachers to carry out the functions of job placement and student followup.

Purpose of the Publication

This publication is designed to assist vocational teacher educators in instructing prospective teachers about job placement and student followup. The first section (Organization and Operation of a Model Local Program) suggests a design for local job placement and followup programs. The second section (A Teacher Education Program) identifies competencies related to job placement and student followup which are desired in vocational teachers. Procedures and alternatives for the development of these competencies are suggested.

ORGANIZATION AND OPERATION OF A MODEL LOCAL PROGRAM

This section presents a brief overview of the principles, procedures, and design of a locally operated job placement and student followup program. It is intended to provide the vocational teacher educator with an understanding of the responsibilities which a vocational teacher may need to assume in a job placement and student followup program. In a large school system he may have only a coordinating responsibility, however, in small schools he may be responsible for the entire job placement and student followup program.

More complete information on these topics may be found in a companion publication entitled Placement and Followup of Secondary School Vocational Education Students designed for educators in the local setting.

Job Placement

Every vocational education student upon termination of his schooling should be assisted in securing a productive role in the work force. This requires a systematic program within the school which allows the student to make the transition from school to work.

Job Placement Principles

A review of the literature; an examination of existing job placement programs; and discussions with employers, teacher educators, local teachers, school board members, and state agency workers have identified several principles for guiding the development and operation of job placement programs.

A single office should be identified as a central clearinghouse of job information for the entire school system. All information about job openings, job descriptions, salary employee benefits, applicant recommendations, and placements should be available in this central office. Employers, students, and staff should find such a centralized office convenient, efficient, and responsible. It would seem desirable to include job placement as a part of the guidance program, further expanding their present placement function.

Job placement programs should serve all vocational students who seek full-time employment. Schools should be willing to work with every student who enters vocational education, graduates as well as early school leavers. Vocational program graduates generally will find greater employer acceptability than special needs students or those who exit early.

These latter groups of students frequently present one or more problems in becoming employable. Their special problems include: (1) work patterns and skills typically different than those sought by employers; (2) a frequent lack of stability and willingness to stay with a job; and (3) age restrictions which limit their suitability for certain jobs. Yet, in extending job placement assistance to these students, the school may find its greatest opportunity to help them discover their need for further education and training.

Job placement functions must be coordinated with the instructional program staff. The job placement coordinator is dependent on the products of vocational programs and the instructional staff should view the job placement office as complementary to their program. Teachers can assist the placement office and students by serving as: a prime source for student recommendations; a communication link between students and the job placement office; and a source of information for students on job openings and related job placement procedures. Securing teacher cooperation should not be difficult as most teachers have vested interest in seeing students successfully placed.

The job placement coordinator should develop a close working relationship with employers. All steps in job placement from job solicitation to hiring require a close working relationship with employers. The job placement coordinator should clearly understand employer needs as reflected in their job descriptions, to understand individual employer application procedures, and to be conversant with personnel managers in soliciting jobs for the school's vocational students. This necessitates time spent with employers, personnel managers, and job supervisors at their places of business and attendance at meetings involving these groups.

The job placement function requires a person with special qualifications. While the job placement director should have many of the same qualities as other guidance personnel, his job requires some additional qualifications and experiences. These include: experience in business or industry at least as internship in personnel management, and knowledge and understanding of current labor laws and fair employment practices. Few guidance personnel are prepared to fill the job placement function; even if prepared, they should not be expected to assume placement responsibilities in addition to counseling responsibilities. The job placement function needs and deserves full-time attention.

Job placement services and procedures should be coordinated with cooperative work-experience and work-study programs. All programs that involve contact and close working relationships with employers should be coordinated to avoid unnecessary duplication of requests for information and confused responsibility among the participants in the program.

CHECKLIST OF ACTIVITIES

The checklist which follows provides a brief overview of the entire job placement program. It shows possible relationships and responsibilities based on the assumption that the job placement program is coordinated closely with the instructional and pupil services programs of the school. It is provided as a guide and will need to be adapted to fit each district's special circumstances.

INVOLVEMENT

1 - Primary Responsibility
2 - Direct Involvement
3 - Should be Kept Informed

ACTIVITY	Guid. Service	Placement Coor.	Vocational Dir.	Teacher	Administrator	Student
Establishing need for program	2	1*	1	2	2	-
Using advisory council	2	1*	1	3	2	2
Selecting and assigning personnel	2	1*	2	3	1	-
Developing contacts with employers	2	1	2	2	3	-
Coordinating with post-secondary and private employment agencies	3	1	3	3	3	-
Developing cooperative agreements (Bureau of Employment Security)	3	1	2	3	2	-
Establishing clearinghouse for job openings	3	1	3	3	3	-
Coordinating with co-op and other in-school work	3	1	1	2	2	-
Developing in-school information system	2	1	2	2	2	3
Contacting students for information gathering and dissemination	1	1	3	2	3	2
Updating student records	1	1	3	3	3	2
Soliciting jobs	3	1	2	2	3	-
Providing information about job openings	2	1	3	2	3	2
Developing student resumes	3	2	3	1	3	1
Recommending students for job openings	3	1	3	2	3	2
Completing job applications	3	2	3	2	3	1
Coordinating job interviews	3	1	3	3	3	2
Providing legal information	3	1	3	3	3	3
Financing and budgeting	2	2	2	3	1	-
Planning facilities and equipment	2	2	2	3	1	-
Evaluating	2	1	2	2	2	2

*After selection to position has direct involvement

Student Followup

The ensuing description of a locally operated student followup program has been developed following a review of the literature, and discussions with employers, school board members, teacher educators, teachers, and state agency personnel.

Roles and Responsibilities

Vocational Director - The vocational director has primary responsibility for seeing that a followup program is developed and implemented.

He should take the leadership in planning the strategy for the program and enlist the help and cooperation of the placement coordinator, teachers, guidance personnel, administrators, advisory council, and school board members in both the planning and implementation stages.

Guidance Service Personnel - Guidance service personnel including the job placement coordinator are key persons in a student followup program. The guidance program represents the central source of information on students, including their post-school location and activities. Once followup information is obtained, it should become a part of the former student's file.

Teachers - Teachers can best instruct students about the value of school's followup efforts. Requests for information from former teachers may increase the likelihood of a response. Teachers also need to be involved in planning the overall followup program to insure collection and utilization of data related to their individual programs.

Others - Advisory council members and school administrators should be involved in and informed about student followup events and outcomes. These two groups can be valuable aids in setting priorities and objectives and in recommending program changes based on collected data. Schools boards also have an interest in student followup and likely will continue support if they are kept informed of program improvements resulting from these programs.

Frequency and Timing

The frequency and timing of student followup efforts are generally determined by state information needs, local needs, and the financial resources available. Data should be collected on any given class at least twice to provide the quantity and quality of information needed. An initial effort, in the fall after program completion, will provide data about next step placement success and its relationship to the training program. A second followup occurring a year later provides more complete information. Not only does it provide up-to-date data in areas dealt with in the initial followup but will yield information regarding mobility patterns, worker adjustment and satisfaction, shortages and needs in training, promotions and advancements, employer satisfaction, and employer recommendations for further training needs and/or program changes.

Continued followup efforts spanning three, five, or more years will depend upon the type of institution and availability of resources. Multiple assessment may be most productive in identifying continuing training needs of former students, however, it is likely that the students have become far removed from the school's vocational program.

Furthermore, present programs may have evolved to the point where they are vastly different than the one the student was in five or more years ago.

Employer Followup

In addition to following up former vocational education students, consideration needs to be given to employers as a source of information. While they are generally anxious to cooperate, care must be exercised to prevent large firms from receiving several copies of the same form. If large numbers of students are employed by one firm, the basic employer form may be modified; another alternative is to send one form for each vocational program in which the firm employs school graduates. Basic questions should reflect:

- Number of program graduates employed and major job descriptions
- Strengths and limitations of the school graduates
- Working relationship with school placement and related services
- Outstanding aspects of the school vocational program as reflected in the skills of present employees

Utilization of Followup Data

The student followup process does not end with the processing and tabulation of data. Implications for program modification or change must be developed by comparing the followup data against original vocational education program objectives. Review of the literature indicates that most followup programs stop short of this activity, thus, never fully utilizing the collected data.

Arriving at program modifications should be a cooperative effort. Teachers, students, counselors, placement specialists, administrators, and advisory council members should work with the local vocational director in interpreting followup data. This process requires a receptiveness to change and thoughtful consideration of issues identified in the data. The individuality of each vocational program must be acknowledged, as well as the relationship among areas. While this is a difficult task, it can result in improved vocational education instruction for future students and help satisfy the educational needs of former students.

Checklist

The following is a chronological list of procedural activities to be performed in conducting a student followup program:

____ Determine the kinds of information needed.
____ Identify the classes to be followed up (decide if a sample is to be used or not).
____ Compute project personnel and financial resources needed.
____ Meeting of vocational teachers and guidance personnel to plan data collecting instrument.
____ Locate student addresses and develop a mailing list.
____ Develop data collection instrument (make sure it can be coded for data processing).
____ Pre-test instrument and revise where necessary.
____ Print instruments.
____ Mail out instruments.
____ Identify changes of address as instruments are returned.
____ Send reminders and followup instruments.
____ Code information for data processing.
____ Analyze data and prepare written report.
____ Disseminate to teachers, administrators, school board, advisory council, and guidance personnel.
____ With the help of the advisory committee, school personnel (vocational director, vocational teachers, administrators, and guidance personnel) interpret data in terms of implications for change in the present program.
____ Make appropriate program changes.
____ Report changes in the outcomes of the study report.

A TEACHER EDUCATION PROGRAM

Vocational education programs of the future will be emphasizing job placement and student followup programs. Consequently, vocational teachers must know how to assist, or carry out, job placement and student followup. Preparation for these duties should be included as a part of both vocational teacher and counselor pre-service and in-service education. The responsibility for such preparation rests with vocational teacher educators.

An *ad hoc* committee of vocational teacher educators was asked to help identify a list of teacher competencies related to job placement and student followup. The competencies identified by this committee should prove useful to teacher educators. Teacher educators may choose to develop them as objectives of units to be included in present vocational teacher preparation courses, or, as teacher education curricula become more performance-based, they can be used as objectives of mini-courses or individualized learning units.

The materials which follow present the identified competencies and suggest alternative procedures for their development. To acquire further insight and understanding about job placement and student followup, it is recommended that teacher educators and pre-service and in-service learners refer to *Placement and Followup of Secondary School Vocational Education Students*, a manual designed for local education audiences.

Job Placement

Definition

Job placement is defined as the process of helping students acquire a wage earning role as they exit from the educational program. Generally, job placement implies full-time work, yet under certain economic conditions and individual circumstances it may be limited to part-time employment.

Competencies

The format for the competency statements which follow utilize a "what, why, and how" approach. Each statement of "what" is followed by a brief rationale and a number of suggestions or alternatives which vocational teacher educators may use to develop these abilities in their students. These statements should be considered as a guide in implementing curriculum change. At this point, they represent the best judgment of an *ad hoc* committee of teacher educators and deserve further verification.

1. What: The teacher should be able to assess student competencies in relation to existing jobs.

   Why: As teachers work with job placement programs they will be a primary source of information regarding students' ability to fill job openings. To make effective recommendations the vocational teacher must understand the requirements of the job and evaluate student abilities in relationship to the job.

How: Suggested activities for developing teacher abilities required in the performance of this task are to:

a. Confer with employers to gain understanding of specific job requirements--skills, attitudes, physical requirements and working conditions.
b. Practice assessment of fellow students' competencies and skills.
c. Study objective tests and measurement devices used by individual business and industry as screening and pre-employment tests, i.e., Wonderlic Personnel Inventory.

2. What: The teacher will be able to assist students in job application procedures.

Why: Vocational teachers must teach students the steps and help them acquire the skills involved in securing a job--from job hunting to the final interview.

How: Activities which lead toward teacher competence in performing this task are to:

a. Practice role-playing in simulated job interviews and job applications.
b. Prepare personal resumes for use in seeking a position. (See Appendix F)
c. Interview personnel managers to acquire interviewing skills and familiarity with job application procedures and expectations.
d. Use television tapes depicting job application events and interviews. These may be from role playing or actual interviews; either will provide opportunities for conducting critiques.

3. What: The teacher should be able to interpret employer's job descriptions.

Why: Job announcements frequently are accompanied by job descriptions. Vocational educators must be able to interpret the job represented by the description and the skills required. To develop this ability the vocational educator should check his understanding with that of employers.

How: Suggested activities are to:

a. Utilize current job descriptions to analyze and compare with existing vocational program objectives. (Job descriptions may be obtained from Bureau of Employment Security or employers.)
b. Hold on-the-job discussions with supervisors and foremen to determine any expectations not clearly specified by job descriptions.

4. What: The teacher should be able to develop a working relationship with employers, personnel managers, and Bureau of Employment Security personnel.

Why: It is vital that the vocational educator have access to and open communication with each of the above groups. A working relationship with these groups is beneficial to cooperative work experience programs and the operation of advisory councils.

How: Activities which can help teachers begin the process of developing good working relationships with these groups are to:

a. Have students make local manpower needs surveys in cooperation with the Bureau of Employment Security.
b. Utilize panels of personnel managers to explain their roles and needs related to vocational education.
c. Assign students to spend time with personnel managers.
d. Have students survey employers for cooperative work stations and employee needs.

5. What: The teacher will be able to understand and interpret manpower data in relation to existing placement opportunities.

Why: Manpower projections are reported in gross terms as compared with actual job openings. Teachers need to develop the ability to use both types of information in helping students understand employment opportunities.

How: Suggested activities leading to teacher competency are to:

a. Compare current classified ads with manpower data projections.
b. Hold discussions with labor department representatives and employers to understand how manpower data are developed.
c. Examine age and previous work experience requirements for specific jobs to understand the limitations imposed in some job categories.

6. What: The teacher will be able to work cooperatively with guidance and counseling personnel.

Why: Vocational education teachers are dependent on the services of the guidance program, from recruitment and advisement of students through job placement and student followup. Vocational teachers must understand the functions of the guidance program and develop a cooperative working relationship with the guidance staff in promoting a successful vocational program.

How: Suggested activities are to:

a. Hold campus seminars for pre-service vocational teachers and counselors.
b. Have pre-service vocational teachers observe local guidance programs.
c. Help guidance counselors develop understanding of vocational program objectives and current job descriptions.

Followup

Definition

Vocational student followup is a systematic collection of data from former students and their employers which is useful for program evaluation and program planning.

Competencies

The format for the followup competencies differs slightly from that used with job placement. Activities for the development of the following four competencies overlap, therefore, they are presented as one group following the "what" and "why" statements.

1. What: Teachers will be able to understand and apply appropriate step by step procedures for vocational student followup. These include:

    a. Selection or development of appropriate instruments for both student and employer followup.
    b. Participation in the state-wide followup program, to prevent duplication by the local effort.
    c. Utilization of appropriate instruments for both student and employer followup.
    d. Preparation of students to participate in followup program.
    e. Determination of appropriate frequency of followup.
    f. Implementation of procedures for securing student addresses.
    g. Utilization of proper sample selection techniques.
    h. Selection of non-vocational sample for comparative purposes.
    i. Considerations in collecting employer followup data.
    j. See checklist on page 8 for additional procedures.

    Why: At the present time, there is much confusion or misunderstanding about the procedures for student followup. As state-wide systems which provide data applicable to local program evaluation are developed, this ambiguity may lessen. Nevertheless, teachers must be prepared to assist in decision making regarding procedures to be utilized in conducting effective local student followup.

2. What: Teachers will be able to analyze and utilize followup data in the evaluation of vocational programs.

    Why: Properly obtained followup data should be utilized in program evaluation. Short-term and long-term implications for program modification should be searched out by teachers in cooperation with advisory council members.

3. What: Teachers will recognize the need for student followup programs.

    Why: Followup procedures involve local teachers. They must have a positive attitude toward and accept the responsibility for followup if change is to occur in the vocational program.

4. What: The teacher will be able to work cooperatively with guidance and counseling personnel.

    Why: Vocational education teachers are dependent on the services of the guidance program, from recruitment and advisement of students through job placement and student followup. Vocational teachers must understand the functions of the guidance program and develop a cooperative working relationship with the guidance staff in promoting a successful vocational program.

Suggested Activities

Suggested activities leading to the acquisition of teacher competencies required for student followup are to:

a. Read the publication for local educators--Placement and Followup of Secondary School Vocational Education Students.
b. Use case studies in applying followup procedures.
c. Involve students in followup studies. (See Appendixes G through M for development of instruments)
d. Have students work with local advisory councils in utilizing followup data.
e. Conduct a followup of non-vocational students in schools which have not included this as part of their student followup program.
f. Hold campus seminars for pre-service vocational teachers and counselors.
g. Have pre-service vocational teachers observe local guidance programs.
h. Help guidance counselors increase their understanding of vocational program objectives and current job descriptions.

Recommendation

The competencies listed for vocational teachers in job placement and student followup are a starting point for the teacher educator. The teacher educator must examine present curricula and determine specific objectives to be achieved if teachers are to acquire the competencies related to job placement and followup. As researchers examine the emerging role of vocational educators, the competencies required for job placement and student followup need further verification and development.

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APPENDIX

APPENDIX A

JOB ORDER* DATE ____________ 197__

COMPANY ____________________ ADDRESS ____________________ ZIP ______

PHONE ____________ CONTACT M ______________ TITLE ______________

JOB TITLE ______________ NO. ______ M___ F___ Starting Rate $____ Hours___

DUTIES ____

____

____

EDUCATIONAL REQUIREMENTS: ____

____

SPECIAL PHYSICAL REQUIREMENTS: ____

CO. BENEFITS:	Tuition refund-Yes No %	REFERRALS:
BLUE CROSS:	Yes No	
PENSION PLAN		
VACATION POLICY		
OTHER		
CO. LITERATURE		

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio

APPENDIX B

JOB APPLICATION*

(Please Print) NAME Last First Middle	Social Security No.	Date of Birth
ADDRESS Street and Number City Zip	Phone No.	School Attending

Vocational Courses: (List course and grade

List scholastic Honors Received

What school activities have you participated in?

What are your hobbies and interests?

What have you done to earn money during your school years?

Do you have a driver's license? Yes ☐ No ☐

Has your driver's license ever been suspended? Yes ☐ No ☐

Are you now under a doctor's care? Yes ☐ No ☐

What serious illness, operations or accidents have you had?

FACULTY REFERENCES

NAME	SCHOOL
1.	
2.	

Write a short paragraph about your plans or desires for your future career.

Signature

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio

APPENDIX C

EASTLAND VOCATIONAL CENTER *

Guidance & Placement Office

STUDENT REGISTRATION INFORMATION FORM

Date:____________________

Please Print:

Name:____________________________________ Sex:______
(Last) (First) (Middle)

Home Address______________________________________
(Street Number) (City) (Zip)

Home School____________________________

Grade Next School Year:____________________

Present Program at Eastland:____________________________

Do you plan to return to the Eastland Vocational Center next school year? (Circle one) Yes No

If the answer is NO to the above question, where will you be attending school? ____________________________

What subjects will you be taking?

__________________ __________________

__________________ __________________

__________________ __________________

If the answer to the first question is YES, list the vocational area and academic subject(s) you plan to take.

____

____

____

*Eastland Vocational Center
Columbus, Ohio

APPENDIX D

EASTLAND VOCATIONAL CENTER*

Guidance and Placement
Student Placement Report

NAME ____

EMPLOYER ____

EMPLOYER ADDRESS ____

COURSE AT EASTLAND ____

JOB DESCRIPTION ____

____

____

PAY RATE ____________________ HOURS OR SHIFT ____________

HOW DID YOU SECURE THIS JOB? (check one)

_______ INSTRUCTOR

_______ SUPERVISOR

_______ FRIEND

_______ GUIDANCE OFFICE

_______ NEWSPAPER AD

_______ STATE EMPLOYMENT OFFICE

_______ RELATIVE

_______ OTHER

DATE OF GRADUATION ____

DATE EMPLOYMENT SECURED ____

DATE STARTED TO WORK ____

DID YOUR TRAINING AT EASTLAND QUALIFY YOU FOR THE JOB WHICH YOU ACCEPTED? _____ COMMENTS ____________________________

____

ALL INFORMATION WILL REMAIN CONFIDENTIAL, IT WILL BE USED ONLY TO EVALUATE OUR PROGRAM AND TO MAKE FUTURE IMPROVEMENTS.

*Eastland Vocational Center
Columbus, Ohio

G-11

APPENDIX E

SENIOR INFORMATION FORM *

Date ____________

Name ______________________________ Birth Date ____________
Last First Middle

School ____________ Homeroom No. ____________ Teacher ____________

Class of ____________ Home Address ____________ Zip) Phone ____________

Neighbor's Phone ____________ Social Security No. ____________ Height ______ Weight ______

Live with Parents ______ Guardian ______ Relatives ______ Drivers License Yes ______ No ______

Do you intend to get further education or training? Yes ___ When ______ Where ______

No ______

If not going on to further education, what? ____________

Type of vocational courses taken: ____________

____

____

Hobbies or Interests ____________

PREVIOUS EMPLOYMENT HISTORY

Employer	Job	From	To	Reason for leaving

Do not write below this line

DATES EMPLOYED

Employer	Job	From	To	Remarks

(Continued)

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio

(Continued) SENIOR INFORMATION FORM

MAJOR COURSES

10th Grade Course	Mark	11th Grade Course	Mark	12th Grade Course	Mark

Attendance ______________ Activities ______________

COUNSELOR'S RECOMMENDATIONS ______________

EMPLOYMENT INTERVIEWS

Date	Company	Contact	Job Opening	Results

COUNSELING RECORD

DATE: ________

DATE: ________

DATE: ________

DATE: ________

APPENDIX F

SAMPLE RESUME *

Name: Jane Smith

Address: 1348 Oak Street
Medford, Oregon 97501

Telephone: 773-1834

I. Personal Data:

Age: 18	Health: Excellent
Height: 5'6"	Marital Status: Single
Weight: 130 lbs.	Social Security: #345-50-5232

II. Education:

Graduated from high school in the top 5% of my class, and plan to study oceanography in college. Already have 3 hours of post-graduate credit in oceanography from a special arrangement which allowed me to attend a college class normally open only to graduates.

III. Work Experience:

a. July 1964-Aug. 1964, Library Assistant, McLoughlin Jr. High School
Was in charge of re-building the magazine section of the library after the fire of June 30. Was also responsible for reporting magazine damage to the insurance company. This position required keeping track of my own time and making decisions with a minimum amount of supervision.
Ref: Mrs. C. Jones 905 W. 8th, Jacksonville, Oregon

b. June 1965-Aug. 1965, Full-time babysitting at home.
Ref: Mrs. Rae Omenn, 135 Lincoln, Medford, Oregon

c. July 1966-Aug. 1966, Receptionist, Project Prometheus, Ashland, Ore.
As one of the student receptionists at Project Prometheus (a six week special educational project at Southern Oregon College), was required to answer the telephone, take messages, ring students' rooms to notify them of calls or visitors, make sure the check in-out system was used properly, and to remember the names of 200 fellow students.
Ref: Mr. Robert Sylva, Director of Project Prometheus, IED Office, Jackson County Courthouse Annex, Medford, Oregon

d. Aug. 1966-Jan. 1967, Library Assistant, McLoughlin Jr. High School
The first 3 weeks prepared books for inventory, filed their cards, and prepared spine numbers, book jackets, and card pockets. Was responsible for working on and finishing assigned tasks without supervision. After school started worked after classes helping the students, filing cards, shelving, mending, and processing books. Had complete supervision over 6 bulletin boards and a display case. Also designed and implemented a new system of filing for the book jackets used in displays. Was responsible for my own time sheet and for closing the library.

---

*Creative Job Search Program, Oregon Bureau of Labor

Ref: Mrs. Mary Moore, 228 Muse Road, Medford, Oregon

IV. Equipment Can Operate:

- car (shift, automatic)
- electric sewing machine
- typewriter (manual)
- cash register
- portable tape recorder
- electric stapler
- record player
- overhead projector
- slide rule
- electric paper shaker
- shell loader
- book mending equipment
- telephone (father's office is at home and am often required to handle his business calls)
- all types of outdoor and kitchen equipment
- SCUBA tank and regulator
- movie and slide projector
- chemistry and biology lab equip.
- electric and manual collator
- electric paper punch
- manual plastic binder placer
- Dewey Decimal filing system

V. Hobbies:

Enjoy working with animals, and have had the most experience training dogs and horses. Swim as often as possible, with current interest lying in the area of skin and SCUBA diving. Read a great deal (nonfiction sociology and anthropology), sew my own clothing, and listen to music.

VI. Additional Comments:

a. Experience in the field of library science totals six years.

b. Was selected as the best speech student as a freshman, have had three years of debate and speech in school, have been an M.C. on three occasions, and have been complimented on ability to speak to an audience with ease.

c. Have been responsible for large sums of money and making change while chairman of the concessions stand at high school basketball games.

d. Like to be responsible for seeing that a job is done and done well, and like to be involved in making it work out. Like to think on my own, and especially enjoy working out systems to increase the efficiency and ease of some task.

e. Am very much interested in situations where can help people see the right answer for themselves or help them to understand something (positions have fulfilled as an assistant librarian and informal tutor.)

f. Perhaps most importantly, am an ardent capitalist. Like to help other people make a good profit because I know that means that I am making a profit for myself.

APPENDIX G

INITIAL DATA COLLECTION QUESTIONNAIRE *
(4 X 6 card)

NAME__________________	CLUSTER__________________
ADDRESS__________________	HOME SCHOOL__________________
HOME PHONE__________________	COUNSELOR__________________

CAREER PLANS

FULL-TIME EMPLOYMENT______________________________

____

FORMAL TRAINING__________________	APPRENTICESHIP__________________
-FULL-TIME__________________	
-PART-TIME__________________	CAREER PLANS
	-RELATED__________________
	-NOT RELATED__________________
	-INDEFINITE__________________
MILITARY SERVICE	
-ENLIST__________________	-BRANCH__________________
-RESERVES__________________	-WAIT TO BE DRAFTED__________________

(FRONT)

WORK/TRAINING AND PLACEMENT INFORMATION

EMPLOYER__________________	ADDRESS__________________
__________________	PHONE__________________
SUPERVISOR__________________	HOURS WORKING PER WEEK__________________

- -

TYPE OF PLACEMENT
-PART-TIME__________________
-RELEASE-TIME__________________
-TEMPORARY__________________

- -

GRADUATE PLACEMENT INFORMATION

---

*Milwawkie School District #5
Milwawkie, Oregon

APPENDIX H

CATEGORY 1 2 3 4 5 6

OCCUPATIONAL SKILLS CENTER*
PRE-GRADUATE SURVEY

1. NAME____________________________ 3. LEVEL COMPLETED____________

2. ADDRESS_________________________ 4. COURSE(S)_________________

____

5. Based upon your present thinking, what do you feel your plans for the coming year will be. Be as specific as possible.

THE FOLLOWING QUESTIONS REQUIRE HONEST ANSWERS. ANYTHING YOU WRITE WILL NOT BE SHOWN TO ANYONE WHERE YOUR NAME AND WHAT YOU SAY WILL BE CONNECTED. IT IS ONLY BY YOUR GIVING HONEST ANSWERS THAT WE CAN BE EFFECTIVE IN MAKING CHANGES OR ADDITIONS IN THE PROGRAM, WHICH YOU FEEL WOULD MAKE THE PROGRAM BETTER.

6. Why did you enroll in a program at the Skills Center?

7. Since coming to the Skills Center, what special activities/events have made you feel the time spent in the program was worthwhile?

8. (A) If you participated in any one of the special work experience programs or industrial training schools, tell how you feel it was of beneift in assisting you in planning for a post-high school career. Did participation in the program change your mind in any way about what you are planning to do?

*Milwawkie School District #5
Milwawkie, Oregon

(B) If you participated in one of the above, how do you feel your time at the Skills Center assisted in making the additional experiences worthwhile? Did you feel you had training which related to the "real" experiences you faced while on the special program? If you felt ill-prepared, tell why.

9. In a few words explain how attendance at the Skills Center has influenced your attitude about the following:

   A. School in general:

   B. Regular attendance:

   C. Grades and performance evaluation:

10. Would you permit us to contact your parent/guardian to gain a better understanding of how they feel about the Skills Center programs? If your answer is yes, please list a current address and phone number where they may be reached.

11. Now that you have answered my questions I would like for you to be able to sound off about anything, either positive or negative, you wish to. If you feel changes should be made, what are they? If we are missing the boat about the way we do things, let us know. Remember, the only way we can insure the programs here will meet the needs you come with is to know how you feel. Now is your chance to help those who will be here in years to come.

APPENDIX I

CHECKLIST OF FOLLOWUP INFORMATION FROM VOCATIONAL GRADUATES

Item	Pre-Graduation	One-Year	Three-Year	Five-Year	Ten-Year
1. Name	X	X	X	X	X
2. Permanent mailing address	X	X	X	X	X
3. Social security number	X	X	X	X	X
4. Vocational courses taken (areas of specialization)	X	X	X	X	X
5. Plans for more formal education	X	X	X	X	X
6. Future employment plans	X	X	X	X	
7. Since you left this vocational program, have you sought full-time employment?		X	X		
8. If you did not seek full-time employment when you left this vocational program, indicate the reason.		X	X	X	
9. Did you seek part-time employment when you left this vocational program?		X	X		
10. If you sought part-time employment, instead of full-time employment, indicate the reason.		X	X		
11. How many full-time jobs have you held since you left this vocational program?		X	X	X	X
12. What is your job? (Job description)		X	X	X	X
13. Does your job relate closely to the training you received?		X	X	X	X
14. Did your vocational training program adequately prepare you for your first job?		X			
15. What was your beginning hourly wage on your first full-time job after leaving the vocational program?		X			
16. How did you get your first full-time job?		X			

Item	Pre-Graduation	One-Year	Three-Year	Five-Year	Ten-Year
17. After you got your first job, have you ever again used any of the job placement services provided by the school?		X	X	X	X
18. What is the most you have earned on a full-time job?		X	X	X	X
19. What is the location of your present job or most recent job?		X	X	X	X
20. What is your current employment status?		X	X	X	X
21. Were you satisfied with the vocational training you received in the program?		X	X		
22. Since you left this vocational program, have you enrolled in any additional education programs?		X	X	X	X
23. Are you now enrolled in a vocational program?		X	X	X	X
24. Are you interested in getting more vocational training?		X	X	X	X
25. What kind of training are you interested in receiving?		X	X	X	X
26. What are some problems you faced in the transition from school to work or more education?		X	X	X	X
27. Are you satisfied with your work role?		X	X	X	X
28. What courses and/or teachers were most helpful?		X	X		

APPENDIX J

COMPUTING FOLLOWUP COST

	Cost
Personnel	
Professional time ________ hrs. @ ______/hr.	______
Clerical time _________ hrs. @ _________/hr.	______
Supplies	
Printing Costs	______
Envelopes and paper	______
Communication	
Telephone	______
Postage (original and follow-up)	______
Travel	
Preparation of final report	______
Data Processing	______

APPENDIX K

(EXAMPLE)

PRE-GRADUATION STUDENT DATA

1. Name ______________________________

2. Address ______________________________
Street

____
City State Zip

3. Social Security Number ______________

4. Sex M ____ F ____

5. Date of Birth ______________
month/year

6. Present vocational course registration

    a) School ______________________________

    b) Vocational Course ______________________________

    c) Instructor's Name ______________________________

7. Expected date of graduation ______________________________

8. Vocational courses taken ______________________________

____

9. Cooperative training

    a) Training station ______________________________

    b) Type of business ______________________________

    c) Weekly earnings ______________________________

    d) Hours worked per week ______________________________

10. Plans for more education ______________________________

11. Employment plans ______________________________

____

APPENDIX L

(Example)

One-Year or Fifteen-Month *
Student Followup

1. Name ____________________

2. Address ____________________
Street

____
City State Zip

3. Social Security Number ____________________

4. Vocational Program ____________________

5. Sex: Male ___ Female ___

Are you employed? Yes ☐ No ☐ If yes, answer Section I below. If no, answer Section II below. All alumni answer Section III.

SECTION I:

a. Job title: ____________________

Describe duties: ____________________

____

b. Name of company or business: ____________________

Address of employer--City ____________________ State ____________________

c. Gross starting salary $ ____________________

Circle one: hour weekly monthly yearly bi-weekly

Average number of hours per week ____________________

---

* Adapted from a form developed by Western Wisconsin Technical Institute, La Crosse, Wisconsin

d. Which one of the following was most effective in obtaining your job?

Someone working at this school ☐

Friends and relatives ☐

Advertisements ☐

Public employment agency ☐

Private employment agency ☐

Returned to previous employer ☐

Other ☐ Specify______________________________

____

e. Was your starting job the kind you expected upon graduation? Yes ☐ No ☐

Comment:____

____

f. What are some problems you faced in the transition or adjustment from school to work? ____

____

____

g. What kinds of additional education and training do you desire?

____

____

____

(PLEASE COMPLETE SECTION III NEXT)

SECTION II:

a. Seeking employment Yes ☐ No ☐

If no, check one of the following:

Active military service ☐

Drafted ☐ Volunteer ☐ Enlisted man ☐ Officer ☐

In school full-time ☐

Married (homemaker) ☐

Peace Corps or VISTA ☐

Other ☐ Specify____

____

If you were employed at the time of induction, describe your job________________

____

Describe your duties in service____

____

SECTION III:

a. How many employers were contacted while seeking employment?________________

Upon graduation did you find opportunities for employment? Yes ☐ No ☐

At this point, do you think your training prepared you for your job? Yes ☐ No ☐

Would you recommend the program you have completed to others? Yes ☐ No ☐

Comment: ____

____

b. Circle the number that you feel best describes the vocational training you received.

(Use the descriptions below the numbers as a guide)

1 2 3	4 5 6 7	8 9 10
Not adequate to perform on the job	Received adequate training to secure first employment	Received training far above what was needed for first job

APPENDIX M

(Example)

Three-Year Student Followup *

1. Name ____

2. Address ____
Street

____
City State Zip

3. Social Security Number ____________________

4. Sex M____ F____

5. Date of Birth ______________
month/year

6. Vocational program attended ______________________________

7. Present employment status (check one)

(a) Employed full-time. ( )

(b) Employed part-time. ( )

(c) In military service . . . . ( )

(d) In school full-time . . . . ( )

(e) Unemployed - seeking work . . . . ( )

(f) Unemployed - not seeking work . . . . ( )

8. If you are working full-time are your working in a field (check one)

(a) Related to your training. . . . . ( )

(b) Not related to your training. . . . . ( )

9. Name of employer ______________________________

Address of employer ______________________________

Your job position ______________________________

10. If you are in the military service what is your job specialty ?

____

11. Are your working for the same employer you went to work for immediately following graduation? Yes _____ No _____

* Adapted from a form developed by Western Wisconsin Technical Institute, LaCrosse, Wisconsin

12. Number of different employers you have worked for. (check one)

(1)____(2)____(3)____(4)____(5)____(more than 5)____

13. Number of promotions you have received from your present employer.______

14. Monthly salary you received immediately following graduation $________ per hour or $__________ per month.

15. Your starting salary with your present employer $__________ per hour or $________ per month.

16. Your present salary $__________ per hour or $__________ per month.

17. Do you receive any additional compensation such as room, board, laundry, uniforms, tips, and etc.? Yes ____ No ____

Average monthly value of such compensation $______________

18. What form of additional education have you had since graduation? (check all that apply)

type	No. of Months
(a) Apprentice	( )
(b) Management training program.	( )
(c) Company technical school	( )
(d) College	
Full-time	( )
Part-time	( )
(e) Vocational-Technical school	
Full-time	( )
Part-time	( )
(f) Correspondence	( )
(g) Other.	( )
(h) None . . . (check if applicable)	( )

19. Circle the number that you feel best describes the vocational training you received. (Use the descriptions below the numbers as a guide)

1 2 3	4 5 6 7	8 9 10
Not adequate to perform on the job	Received adequate training to secure first employment	Received training far above what was needed for first job

20. What kinds of additional education and training do you desire?

____

____

____

____

21. In which of these organizations have you participated since you graduated

	Member	Participated Actively	Officer
(a) Social and fraternal organizations	( )	( )	( )
(b) Professional organizations	( )	( )	( )
(c) Political organizations	( )	( )	( )
(d) Religious organizations	( )	( )	( )
(e) Service organizations	( )	( )	( )

DF-6

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

APPENDIX N

INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Your Social Security Number ___ __ ____

Is Your Name and Address Correct as Printed Above?
If not, please print the corrected information below:

New Name ______________________ Last Name ____ First and Middle Initial

New Address ______________________ Number and Street or Rural Route

______________ City, Town, or Post Office ______ State (abbreviated) ______ Zip Code

(DF-6 Revised 1971)

DIRECTIONS:
WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE MARK.

WHENEVER THE WORDS **THIS VOCATIONAL PROGRAM** APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

---

1. Since you left this vocational program, did you seek **full-time** employment? (30 or more hours per week)

49 ☐ Yes ☐ No

2. If you did not seek **full-time** employment when you left this vocational program, indicate the reason.

Check only one box

50
- 1 ☐ Expected to enter another school
- 2 ☐ Housewife or about to be married
- 3 ☐ Physical or other handicap
- 4 ☐ Not interested in a job
- 5 ☐ Expected to enter the military service
- 6 ☐ Only wanted to work part-time (less than 30 hours per week)
- 7 ☐ Other (specify) ______________

3. Did you seek **part-time** employment (less than 30 hours per week) when you left this vocational program?

51 ☐ Yes ☐ No

4. If you sought **part-time** employment, instead of full-time employment, when you left this vocational program, indicate the reason.

Check only one box

52
- 1 ☐ Expected to enter another school
- 2 ☐ Housewife or about to be married
- 3 ☐ Physical or other handicap
- 4 ☐ Not interested in a full-time job
- 5 ☐ Expected to enter the military service
- 6 ☐ Unable to find a full-time job
- 7 ☐ Other (specify) ______________

5. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?

53
- 1 ☐ **None**
- 2 ☐ 1 full-time job
- 3 ☐ 2 full-time jobs
- 4 ☐ 3 to 5 full-time jobs
- 5 ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was NONE, skip to question 16.

6. If you got a **full-time** job when you left this vocational program:

What was your job? ____________________

54 ___ . ____ For State Use Only

7. How closely did your **first full-time** job (30 or more hours per week) after leaving this vocational program relate to the training you received?

Check only one box

30
1☐ I was employed in the occupation for which I was trained by this vocational program
2☐ I was employed in a related occupation
3☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your **first full-time** job after leaving this training?

☐ Yes ☐ No

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

Check only one box

32
1☐ $1.59 or less per hour
2☐ $1.60 to $1.99 per hour
3☐ $2.00 to $2.49 per hour
4☐ $2.50 to $2.99 per hour
5☐ $3.00 to $3.99 per hour
6☐ $4.00 or more per hour

10. How did you get your **first full-time** job after leaving this vocational training?

Check appropriate box or boxes below

☐ I got the job myself
☐ My family or friends helped me get the job
☐ The job placement services provided by the school helped me get the job
☐ The state employment service helped me get the job
☐ A private employment agency helped me get the job
☐ Other (specify) ____________________

11. What is the **most** you have earned on a **full-time** job since leaving this program?

Check only one box

69
1☐ $1.59 or less per hour
2☐ $1.60 to $1.99 per hour
3☐ $2.00 to $2.49 per hour
4☐ $2.50 to $2.99 per hour
5☐ $3.00 to $3.99 per hour
6☐ $4.00 or more per hour

12. If you have held two or more full-time jobs (30 or more hours per week) since you ended this vocational training, check one box below.

70
1☐ I was trained in school for my **last** job
2☐ My **last** job was related to this vocational training
3☐ My **last** job was not at all related to this vocational training

13. Indicate below the **location** of your present or most recent **full-time** employment.

____
Village, Town, City

____
County

____
State

71 ___ . ____ For State Use Only

14. If you are presently working, what is your job?

____

29 ___ . ____ For State Use Only

15. What **wages** are you presently earning?

Check only one box

35
1☐ $1.59 or less per hour
2☐ $1.60 to $1.99 per hour
3☐ $2.00 to $2.49 per hour
4☐ $2.50 to $2.99 per hour
5☐ $3.00 to $3.99 per hour
6☐ $4.00 or more per hour

7☐ I am unemployed

16. What is your **current employment status?**

Check the appropriate box or boxes below

☐ I am employed
  ☐ **full-time** (30 or more hours per week)
  ☐ **part-time** (less than 30 hours per week)

☐ I am **unemployed,**
  ☐ **but looking** for work
  ☐ and **not looking** for work

42 ☐ I am in the **military service**

1971

17. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

43 ☐ A school placement service coordinated with the State Employment Service
☐ Vocational Teachers helped place students in jobs by making referrals
☐ Guidance Counselors helped students find jobs
☐ Other (specify) ______________

☐ School had no placement services

18. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

If yes, check the service(s) you have used since getting your first job

☐ Coordinated service provided by school and state employment service
50 ☐ Vocational teacher assistance
☐ Guidance counselor assistance
☐ Other (specify) ______________

19. How many separate vocational courses did you take while enrolled in this vocational program?

__ __ Courses
53

20. Did you enroll in this vocational program with the specific purpose in mind of getting skill training in order to get a job in this field.

☐ Yes ☐ No

21. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

22. Would you **recommend** this vocational program to others?

☐ Yes ☐ No

23. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

58 ☐ Yes ☐ No

(CONTINUED NEXT COLUMN)

23. Continued.

If yes, check type(s) and purpose(s) below:

59 ☐ **General education program(s)**
  ☐ To raise my general education level
  ☐ Informal, noncredit course(s)

☐ **Vocational program(s)**
  ☐ To upgrade the vocational skills previously learned in this program
  ☐ To learn a new occupation

What type(s) of vocational training program(s) did you attend?
  ☐ Private school(s)
  ☐ Public school(s)
67 ☐ Business or Industry

24. If you did enroll for additional education after leaving this vocational program, have you received (or do you expect to receive) one or more of the following:

☐ Yes ☐ No

If yes, check type(s)
☐ A certificate (type) ______________
70 ☐ A diploma (type) ______________
☐ A 2-year associate degree (major) ______________
☐ A 4-year college degree (major) ______________

☐ Other (specify) ______________

25. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

26. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

27. Are you interested in getting **more vocational** training?

☐ Yes ☐ No.

28. Are you interested in getting **more general** education?

77 ☐ Yes ☐ No

29. If you are interested in getting **more training** of **any kind,** indicate the type you are interested in:

____

Continued on Next Page

29 __ __ __ . __ __ __ __ For State Use Only

(DF-6 Revised 1971)

Your ideas and reactions in response to these questions would be appreciated.

Your comments will be kept strictly confidential.

30. What specific things about this vocational program have you found to be the most useful to you in your present job?

35 For State Use Only

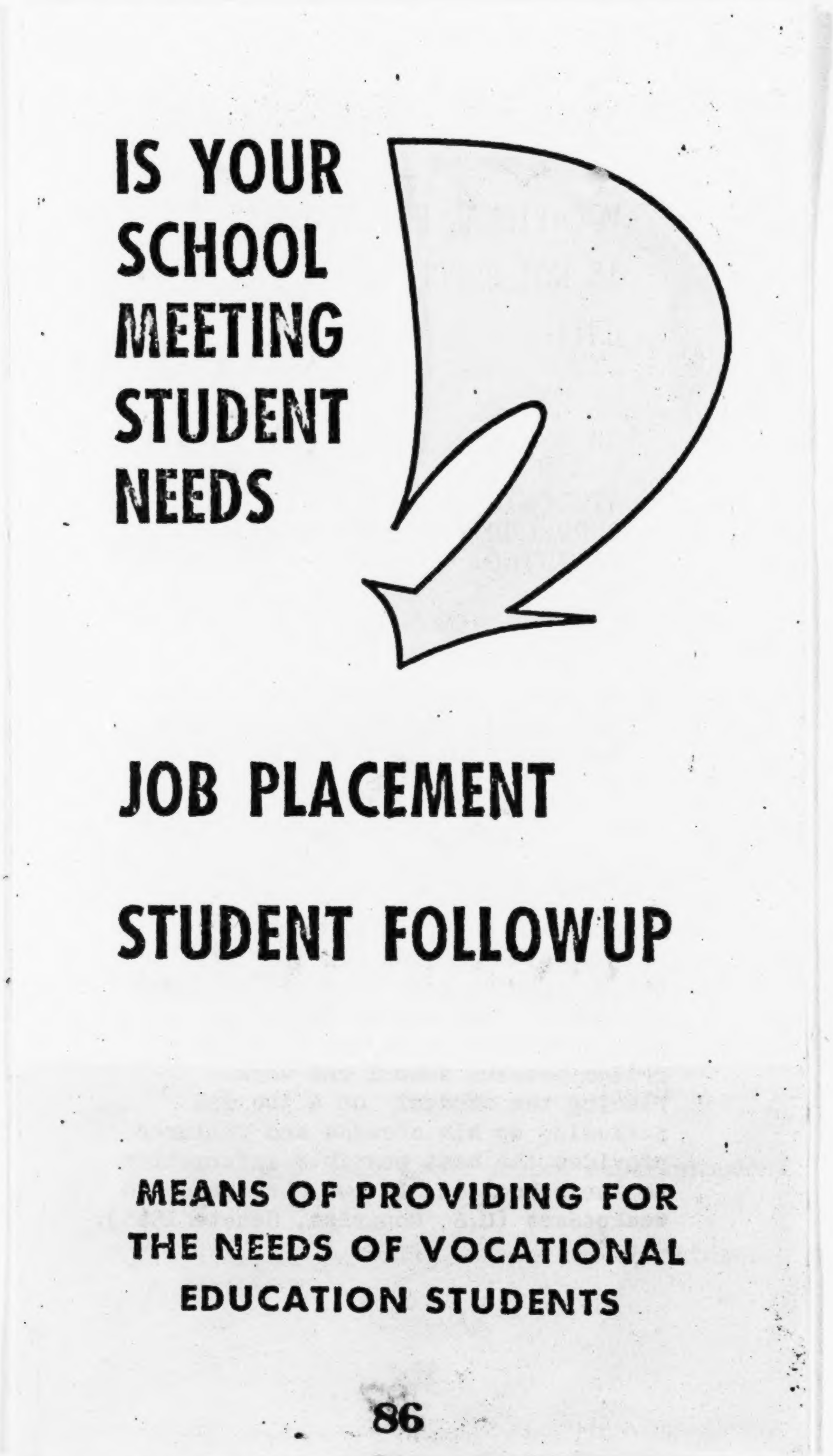
31. What specific things about this vocational program have you found to be the least useful to you in your present job?

40 For State Use Only

32. Based on your experiences, what suggestions do you have for improving this vocational program?

44 For State Use Only

APPENDIX B



IS YOUR
SCHOOL
MEETING
STUDENT
NEEDS

JOB PLACEMENT

STUDENT FOLLOWUP

MEANS OF PROVIDING FOR
THE NEEDS OF VOCATIONAL
EDUCATION STUDENTS

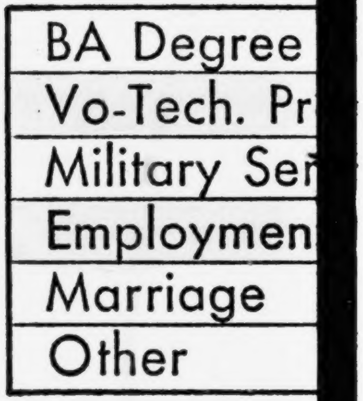
VT 015 013

VOCATIONAL EDUCATION
IS NOT COMPLETE
UNTIL:

- STUDENTS ARE EMPLOYED OR ENROLLED FOR ADDITIONAL TRAINING.
- ONGOING VOCATIONAL PROGRAMS ARE BEING EVALUATED THROUGH FOLLOWUP DATA.

Effective occupational preparation is impossible if the school feels its obligation ends when the student graduates. The school therefore must work with employers to build a bridge between school and work. Placing the student on a job and following up his success and failures provides the best possible information to the school on its own strengths and weaknesses (U.S. Congress, Senate 1968).

What Become



The above graph illustr
their leaving school (O

DOES YOUR SCHOOL HELP STUDE ES

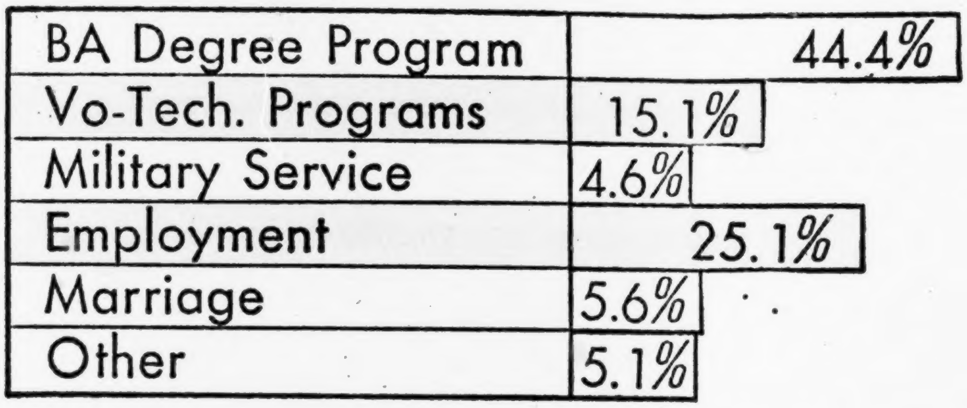
- Schools should provide
of work.
- Schools should help tho
and select appropriate
- School board members sh
program.

DOES YOUR SCHOOL ADEQUATEL ES

- Placement and employmen
school's preparatory pr
- Systematic student and
- School board members sh

APPENDIX B

What Becomes of Students After High School?



The above graph illustrates the role of high school graduates six months after their leaving school (Oregon State System of Higher Education 1970).

ES YOUR SCHOOL HELP STUDENTS ENTER THE JOB MARKET OR SECURE FURTHER TRAINING?

- Schools should provide job placement services to those students entering the world of work.
- Schools should help those students who elect to continue further training, plan and select appropriate programs.
- School board members should urge the development and continuation of a job placement program.

ES YOUR SCHOOL ADEQUATELY PREPARE STUDENTS FOR EMPLOYMENT?

- Placement and employment records of former students reveal the adequacy of the school's preparatory program.
- Systematic student and employer followup studies can provide the answers.
- School board members should insure that a followup program is designed and implemented.

APPENDIX B

FOR
FURTHER INFORMATION
ON
JOB PLACEMENT
AND
STUDENT FOLLOWUP
SEE

Placement and Followup of Secondary School Vocational Education Students

Available from:

to come

OR

1. Talk with your local school superintendent or vocational director.
2. Write to the state agency for vocational education.

VT 015 013

APPENDIX A

PLACEMENT AND FOLLOWUP
OF
SECONDARY SCHOOL VOCATIONAL EDUCATION STUDENTS

by

Melvin D. Miller

and

Wesley E. Budke

VT 015 013

PLACEMENT AND FOLLOWUP OF SECONDARY SCHOOL VOCATIONAL EDUCATION STUDENTS

Preparation for work is a primary purpose of vocational education and successful job placement is the goal of students enrolled in it. Information about job placement and job performance of vocational education students is crucial to the evaluation of instructional programs designed to prepare students for work.

Followup of students after they enter the world of work can provide useful data about the adequacy of instructional programs. Histories of work experience provided by former students can point to strengths and weaknesses of programs of preparation for work.

Placement and followup of vocational students are separate functions, each having different objectives, procedures and personnel responsible for each activity. A student followup or a job placement program may exist independently of the other. In best use, however, these programs are complementary, and should be combined to gain optimum total effect.

This publication is designed to help secondary school administrators, vocational directors, guidance personnel, and vocational teachers representing schools of varying size and organization develop job placement and student followup programs. This diversity in schools has necessitated discussion of a general nature, applicable to a wide array of situations rather than emphasizing specifics focused at a particular situation. Publication format and choice of content were greatly influenced by developmental meetings and review procedures with members of the target audience.

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JOB PLACEMENT FOR VOCATIONAL EDUCATION STUDENTS

NEED AND OBJECTIVES

Introduction

Each student who leaves a vocational education program deserves help in taking his next step. Placing each student in his next step is vocational education's responsibility and the acronym PINS (Placement In Next Step) reflects the totality of that responsibility. The next step for some students will be entry into the job market; for others, entry into apprenticeship programs or the armed services; and for others, entry into programs of further education. Students who leave school before completing diploma or certificate requirements also deserve attention.

Job Placement Defined

Job placement as used in this publication refers to assisting the vocational education student upon termination of his schooling to secure, if that is his desire, a productive role in the work force. Generally, this will mean full-time work although it is conceivable that under certain economic circumstances it may refer to part-time employment. The concern is job placement. In the words of the National Advisory Council on Vocational Education "Every secondary school should be an employment agency." (U. S. National Advisory Council on Vocational Education)

Placement in cooperative work-experience and work-study programs is separate from the job placement function. These activities have preparatory functions which lead to post-school job placement, but their controlling purpose is different. Both cooperative work-experience and work-study programs, however, should work in coordination with job placement functions and activities. Satisfying job placement for students can be an outgrowth of successful cooperative work-experience and work-study programs.

Bridge Between School and Work

As the bridge between school and work, vocational education cannot neglect job placement. In the words of the Committee on Labor and Public Welfare, "Effective occupational preparation is impossible if the school feels that its obligation ends when the student graduates. The school, therefore, must work with employers to build a bridge between school and work. Placing the student on a job and following up his successes and failures provides the best possible information to the school on its own strengths and weaknesses . . . The responsibility of vocational educators for students until they are successfully placed in training-related jobs should be affirmed by including initial job placement within the definition of vocational education." (U. S. Congress, 1968)

In a comprehensive study of the role of the secondary school in preparing youth for employment, Kaufman recommends, "The high school should assume the responsibility to establish a post-high school plan for each departing student. For those who desire employment, the school should provide active assistance until they are placed in jobs." (Kaufman, 1967)

Extent of Job Placement

Job placement is a function not assumed by most schools of the nation and there is very little information on job placement for vocational students. In a 1970 review and synthesis of research on job placement and followup of vocational students, Little reported that his search for studies dealing specifically with job placement activities was almost fruitless. (Little, 1969)

Placement and Evaluation

Not only does job placement serve the needs of students, but it also becomes a means to evaluate instruction in vocational education. A strong vocational education program will be preparing students for jobs which are waiting to be filled. Little states, "Ideally, successful placement should be the target of programs of education and training for employment, and this target should control the selection of programs for which training is offered, the nature of the learning experience, the selection of students to be trained, and the counseling activities incident to the program." (Little, 1969)

Reports of the U. S. Senate Committee on Labor and Public Welfare state that research clearly indicates that schools which have accepted responsibility for placing students on initial jobs are far more successful than comparable schools not providing the service. According to the committee two major factors operate: 1) schools with placement programs soon stop preparing students for non-existent jobs, and 2) information from employers and graduates point to correctable weaknesses in their programs.

Early Leavers Require Placement

Job placement services should be extended to early leavers as well as to students who complete vocational programs. More than 20% of the students in the nation terminate their education before meeting diploma requirements. Many of this group are confronted with the need to find jobs. Despite recent urging by Congress and the National Advisory Council on Vocational Education, the needs of early leavers and other special groups continue to be acute. These persons have special difficulties in finding work and usually require special help from job placement services.

Their special problems include: 1) work patterns and skills typically different than those sought by employers, 2) frequent lack of stability and willingness to stay with a job, and 3) age restrictions which limit their suitability for certain jobs. A strong job placement service can alert many of these persons to options in work and training of which they might not be aware and help them avoid becoming a school dropout.

Special Needs Students

Many of the needs of early school leavers are also shared by "inner core" urban youth, handicapped persons, and disadvantaged persons. Vocational development activities must be intensified for the special needs student. Beyond initial job training, it is essential that special needs students be provided with continuous follow through counseling and assistance to enable them to maintain employment. Such assistance should be provided until the individual has either received an increase in pay or job advancement. The National Advisory Council's Third Report expresses major concern for the special needs student: "It must become a priority national objective that schools in disadvantaged neighborhoods establish employment offices at once and accept a responsibility for removing barriers to the employment of their graduates." (U. S. National Advisory Council on Vocational Education, 1970)

Job Placement Outcomes

Job placement is the purpose and should be the outcome of occupational education. An adequate job placement service would achieve these goals:

1. Meet the schools' responsibility to all vocational students, both graduates and school leavers.

2. Serve as the bridge between the school and the occupational world.

3. Provide data for program evaluation.

THE PLACEMENT PROGRAM

The National Advisory Council for Vocational Education suggests that each secondary school serve as an employment agency. To accomplish this, the relationship of job placement services to the total school program needs to be established. The rules and regulations covering the 1968 amendments to the Vocational Act of 1963 can serve as a guide. These rules and regulations provide for inclusion of job placement services as a part of guidance and counseling for vocational students. The 1968 amendments also indicate exemplary funds from Part D may be used for programs or projects which provide intensive occupational guidance and counseling during the last years in school and for initial job placement. Establishing job placement as a part of the total guidance function will enhance the value of the total guidance and counseling service to students.

Administrative Structure

The size of the vocational education program, availability of guidance personnel, and administrative procedures determines the way in which job placement services can be integrated into the total school program. While placement activities fit within the guidance program, these services can be provided as a separate program or by individual vocational teachers. It is recommended that guidance programs of any school include job placement as a major function.

Job Placement Principles

Regardless of the administrative structure adopted, or the roles that teachers and support personnel are expected to play, certain operating principles should govern all job placement programs. The principles which follow have been developed through a review of the literature, an examination of existing job placement programs, and through discussions with employers, teacher educators, local school district personnel, school board members and state agency workers.

A single office should be identified as a central clearinghouse of job information for the entire school system or district. All information about job openings, job descriptions, salary, employee benefits, applicants recommended, and persons placed should be available in this central office. Employers, students, and staff should find such a centralized office convenient, efficient, and responsible.

Job placement programs should serve all vocational students who seek full-time employment. Schools should be willing to work with each student who enrolls in a vocational education program, graduates as well as early school leavers.

Job placement services and procedures should coordinate with cooperative work-experience and work-study programs. All programs that involve contact and close working relationships with employers should be coordinated to avoid unnecessary duplication of requests for information and confused responsibility among the participants in the programs.

Close working relationships should be developed with employers and personnel managers. Job placement personnel need to know the people who do the hiring, to understand their employee needs, they also must help employers understand the nature of the school's program of occupational preparation, and the level of skills and competence to be expected of the graduates. Membership in personnel manager and employer groups and personal visits with employers or their employment officers is recommended.

The job placement coordinator position requires special qualifications. While the job placement coordinator should have many of the same qualities as other guidance personnel, his job requires some additional qualifications and experiences. Experience in business or industry is highly desirable, if not essential. At least an internship in personnel management is recommended. He must also be knowledgeable as to current labor laws and fair employment practices. Few guidance personnel are prepared to fill the job placement function; even if prepared, they should not be expected to assume placement responsibilities in addition to counseling responsibilities. The job placement function needs and deserves full-time attention.

Functions and Procedures

A student will receive information and services from the job placement office on several occasions. The placement process for a typical student should include:

Initial contact - Vocational students should register with the job placement office upon enrollment in a vocational program. This early registration should include: 1) verification of a student social security number, 2) information about the student's post-high school plans, 3) the student's occupational and educational objectives, 4) previous or current work-experience, and 5) other information pertinent to successful job placement. This information should be updated throughout his school experience as changes in student plans develop, but certainly just prior to graduation. This data is useful not only in student counseling and job placement, but also in the school's followup studies. (See appendix C)

Updating Records - Student records should be kept current. In addition to the usual information about courses, grades, attendance, test scores, the records should contain information about work-experience, recommendations by employers, assessment of occupational skills and competence, and personal recommendations of teachers. This type of information is readily obtained about students enrolled in cooperative work-experience and work-study programs.

Preparation for Job Selection - The coordinator of job placement can either assist teachers in preparing students by meeting with their classes or by providing necessary in-service training to teachers. Each student should:

1. Complete job application forms.
2. Develop a resume about himself and his job qualifications.

3. Have instruction in finding jobs.
4. Have practice in job interviews, including asking questions of the employer.
5. Have understanding of the current types of jobs and salary considerations.
6. Have experience in effective use of job placement services.

Developing Resumes - Each student should have a personal resume as a part of his placement file. Resumes should include name, age, address, schooling, marital status, social security number, work-experience and referents. Statements about occupational goals and objectives, special occupational skills and competencies, and the type of employment being sought are especially needed.

Providing Job Opportunity Information - Job information and placement records are essential to a job placement service. These records include reports of jobs available, of persons recommended, of persons who applied and success of their application. When an applicant is employed, the record includes date of employment, type of job, and beginning salary or wage. This information then forms the base of a followup program. A close working relationship with the local Bureau of Employment Security will assist the job placement service in carrying out this function.

Matching Students with Jobs - Job placement coordinators should exercise discretion in recommending students to employers. This requires a good understanding of each vocational program, knowledge regarding the student's accomplishments, and close communication with employers and their employee needs. If job placement personnel recommend persons for jobs which they are not qualified to fill, the school's efforts to maintain an open door with employers will be hampered. Vocational teachers from each of the program areas have an essential role in helping the coordinators of job placement in meeting this function.

Arranging Job Interviews - Job placement coordinators have responsibility for scheduling job interviews. Each employer has his own hiring procedures; however, most employers and personnel managers prefer to have students come to their personnel offices for job interviews. During such visits the applicant sees the people and working conditions of the prospective job, and the employer can secure judgments about the applicant from more of his officers. The job placement service should arrange visits to job sites as part of the student's preparation for employment. Should student travel make on-site interviews impractical, employers are usually willing to schedule interviews at the school.

THE JOB PLACEMENT COORDINATOR

Roles

The job placement coordinator will have responsibilities different than other school personnel; yet, his activities can be grouped in familiar ways. He will serve as an administrator, a coordinator, a consultant and an educator.

The Administrator - The job placement coordinator is responsible for carrying out administrative policies relative to the job placement program. School boards should establish general policies for the operation of the job placement program. Advisory committee members should recommend operational policies and other guidelines which are beyond the specific concern of the school board.

The Coordinator - The job placement coordinator is responsible for coordinating his own activities with those of vocational teachers, cooperative program coordinators, the local director of vocational education, the guidance program, classroom teachers in related areas, employers, and outside agencies. Keeping persons in each of these areas informed and working together is essential to an effective job placement program.

The Consultant - The job placement coordinator should be able to advise teachers and students on present and projected worker needs, and to recommend job application procedures as desired by individual employers in the school's service area.

The Educator - In the initial stages of placement service development, the job placement coordinator may need to instruct teachers and students in the preparation of resumes, in job interview skills, and in job-searching techniques. This dual role as teacher-teacher educator enhances the effectiveness of job placement programs in the early stages. He will continue to have a teacher education function as new personnel utilize services of the placement office.

Teachers and the Job Placement Coordinator

Vocational teachers have an important role in helping students recognize the limits of their preparation and ability, and to understand the work role that they are preparing to assume. The teachers also should make use of job placement personnel in preparing students to seek and apply for work. Teachers also need to inform the job placement coordinator about the goals and functions of their specific vocational programs. Coordinators of job placement, in turn, should interpret the goals and functions of the vocational programs to prospective employers.

Teachers outside of the vocational program areas also are a part of the team which prepares students for the world of work. These teachers can help students learn how to fill out job application forms, to interview for jobs, and to further their general competence for successful job placement and performance. A successful job placement service requires the cooperation and support of each of the vocational student's teachers and the supportive personnel of the school.

The Community and the Job Placement Coordinator

Work within the community will be an ongoing responsibility of the job placement coordinator. This work includes:

Job Solicitation - Job placement coordinators should provide full information about their services and promote the use of them. Local employers need to be knowledgeable about school related, job placement services; and job placement coordinators should have understanding and current information about employer needs and employment opportunities. Newspapers and want ads provide a continuing source of information about current job openings. The advisory committee should provide useful suggestions about techniques to use in learning about job openings in the community.

School - Employer Liaison - Advisory Committees should provide useful counsel in the development of mutual understanding between employers and educators about job descriptions, levels of occupational skill expected, and general competence and personal qualifications of graduates of vocational education programs. School personnel must either ensure that students they recommend can meet the employers' expectations, or they should inform the employer about the level of skill or competence that he should expect among graduates of the vocational education program.

Labor Law Requirements - Age and special requirements of hazardous occupations are of particular importance in placing youthful workers. Job placement coordinators should know the laws and regulations covering these requirements, fair employment practices, and apprenticeship procedures. Not only should they know pertinent labor laws, they should interpret them to students and other vocational education personnel. Bureau of Employment Security personnel and advisory committee members can provide assistance in staying updated in this area.

Advisory Council - The job placement coordinator will find it advantageous to seek advice from the local vocational advisory council through the local vocational director. It is recommended that a sub-committee of this council be appointed to work directly with the job placement program. Even though recommendations from this committee will need total advisory council approval, it is a means of providing sharper focus on issues dealing with job placement.

Qualification of the Job Placement Coordinator

Desirable qualifications for job placement coordinators include:

1. Successful work experience in business or industry, preferably recent experience.
2. Experience as a personnel manager; or, in lieu of managerial responsibility, a three-month internship with one or more personnel managers is desirable.

3. A constructive philosophy of vocational education; belief in the dignity and value of all types of useful work, and a high regard for the worth of the individual irrespective of sex or ethnic background.
4. Ability to work harmoniously with many kinds of people.
5. Ability to speak and write clearly and concisely.
6. Well informed about each vocational program.
7. Knowledge of post-high school educational programs and opportunities.
8. Familiarity with The Dictionary of Occupational Titles and the range of job opportunities within clusters of related occupations.
9. A college degree is desirable, but not required.

These qualifications are uncommon in many ways; however, the job to be accomplished by the director of job placement is also unique. It will demand a person prepared differently than most of today's educators.

RELATIONSHIPS WITH OTHER PLACEMENT PROGRAMS

Job placement programs in the public school system should not be operated in isolation from other placement services. The Bureau of Employment Security, private placement firms, and placement programs in post-secondary schools are important linkages in the operation of a job placement program.

Bureau of Employment Security

Schools' job placement is only one of many routes that students may use to find a job. As the student prepares to leave school to seek work, it is his option as to whether he utilizes the school's job placement service, the Bureau of Employment Security, private services, or none of them. If he elects to use outside sources, the school becomes a resource agency to the former student and the school's job placement personnel would be expected to cooperate fully with the employment service personnel. The local school has information resources and expertise that can be supportive to employment office needs in serving former students. In some instances it may be desirable to have a representative of the Bureau of Employment Security stationed in the school. However, it should be kept in mind that the school has a responsibility to make job placement services available within the school.

Post Secondary Programs

Placement offices in post-secondary schools have functions and responsibilities like those described for the secondary school. Post-secondary school students, however, usually are prepared for different levels and types of jobs. The two agencies with coordinated activities can provide broad community coverage on a wide range of occupations and job opportunities.

Private Agencies

Coordination and a good working relationship should be developed with private placement agencies. Schools, particularly those newly involved in placing students, often lack the contacts of well established and reputable firms making a business of placement. These agencies provide services that supplement those made available through schools. Students should have knowledge of opportunities available through these services, their operating procedures, and professional charges.

SUPPORTING JOB PLACEMENT PROGRAMS

Installation of job placement programs will require community understanding before acceptance of them as a budgetary responsibility. However, it is encouraging to note that school board members interviewed during the preparation of this publication were supportive of job placement as a school function. Personnel managers and employers also were supportive.

School personnel should urge the establishment job placement program within the school. School administrators should recognize the opportunity to sell the school's products to the local community and develop added support for school programs; vocational directors should see successful placement as promoting the expansion of vocational programs; guidance personnel should see a job placement service as a means of extending services to students with added personnel to do the job; vocational teachers should see it as the final reward for their own investment of time and effort to help the student; and students should see it as a supportive service to help them reach job oriented goals.

Cost vs. Return

In a nationwide study of high school vocational education, including placement programs, Eninger states, "An effective placement service is probably the lowest cost effort that schools can make to substantially increase their performance of placing graduates into their fields of training." (Eninger, 1968)

Experience with job placement services in secondary schools has been too limited to yield firm estimates of the number of students a job placement officer can reasonably serve. Certainly one officer should not try to serve more than 200 students. This number should be even lower in the initial program development stages. Regardless of how schools choose to organize and implement job placement programs it is recommended that they serve only those students who can be provided the full range of placement services. During initial placement program development, this may mean that each school in a large district have a job placement service rather than a centralized system-wide program.

Other Needs

In developing budget and space allocations for job placement programs consideration must be given to the following:

1. Clerical help
2. Office and reception space
3. Interviewing rooms
4. Phone services
5. General office equipment and supplies
6. Reproduction equipment
7. Files
8. Transportation

Some of these items may already be available in the schools. The extent that they represent increased costs is dependent on existing school programs and services. They represent minimal considerations in providing a job placement program, and in total represent a definite increase in the school budget.

EVALUATION

Procedures for evaluating the job placement process should be determined at the onset of the program and be based upon program objectives. The local advisory committee and employers of students should be involved in determining these procedures.

Evaluation

The evaluation of job placement services involves a continuous monitoring of the following aspects of their activities:

1. Student ability to participate in job interviews
2. Adequacy of student resumes
3. Student ability to complete application forms
4. The matching of student referrals to job needs
5. The coordination and scheduling of interviews

Employers who use the service should help in this evaluation.

Followup and Job Placement

Evaluation of job placement relates closely to the followup of vocational students. Followup issues that focus on job placement services include: how the student secured his first job; student opinions about job placement assistance; number of students who used the service in seeking a second or later job; employer opinions about the job placement service and personnel; opinions of advisory council members; and satisfaction of teachers and administrators with job placement services. These or similiar issues must be investigated to provide the necessary data to continually improve the quality of the job placement program.

CHECKLIST OF ACTIVITIES

The checklist which follows provides a brief overview of the entire job placement program. It shows possible relationships and responsibilities based on the assumption that the job placement program is coordinated closely with the instructional and pupil services programs of the school. It is provided as a guide and will need to be adapted to fit each district's special circumstances.

INVOLVEMENT

1 - Primary Responsibility
2 - Direct Involvement
3 - Should be Kept Informed

ACTIVITY	Guid. Service	Placement Coor.	Vocational Dir.	Teacher	Administrator	Student
Establishing need for program	2	1*	1	2	2	-
Using advisory council	2	1*	1	3	2	2
Selecting and assigning personnel	2	1*	2	3	1	-
Developing contacts with employers	2	1	2	2	3	-
Coordinating with post-secondary and private employment agencies	3	1	3	3	3	-
Developing cooperative agreements (Bureau of Employment Security)	3	1	2	3	2	-
Establishing clearinghouse for job openings	3	1	3	3	3	-
Coordinating with co-op and other in-school work	3	1	1	2	2	-
Developing in-school information system	2	1	2	2	2	3
Contacting students for information gathering and dissemination	1	1	3	2	3	2
Updating student records	1	1	3	3	3	2
Soliciting jobs	3	1	2	2	3	-
Providing information about job openings	2	1	3	2	3	2
Developing student resumes	3	2	3	1	3	1
Recommending students for job openings	3	1	3	2	3	2
Completing job applications	3	2	3	2	3	1
Coordinating job interviews	3	1	3	3	3	2
Providing legal information	3	1	3	3	3	3
Financing and budgeting	2	2	2	3	1	-
Planning facilities and equipment	2	2	2	3	1	-
Evaluating	2	1	2	2	2	2

*After selection to position has direct involvement

VOCATIONAL STUDENT FOLLOWUP

INTRODUCTION

Followup of vocational students should be an integral part of vocational education programs. Through knowledge gained in student followup studies, educators are able to improve vocational education programs as well as to give further service to former students. Followup is a means of continuing the career development of former students and modifying career development patterns for students who follow.

Need

The best information on the adequacy of vocational education programs comes from the followup of students who are placed on jobs. Following their successes and failures provides the best possible information to the school on its program strengths and limitations and identifies additional student training needs. The U. S. Panel of Consultants on Vocational Education in 1963 called for national data with which to analyze and appraise vocational placement. In 1968, the Committee on Labor and Public Welfare in their "Bridge Report" found that "most schools did not provide efficient vocational placement services, and few schools had organized programs for systematic followup of students after graduation or placement." The committee recommended that the definition of "vocational education" be expanded to include responsibility for vocational student followup. Responsibility for vocational graduate followup tends to encourage schools to utilize the information in evaluating and upgrading their vocational programs. The Vocational Education Amendments of 1968 reflect this thinking in Section 102.8 where the responsibility for student followup is delegated to the guidance and counseling service. Item five of this section of the rules and regulations states that "vocational guidance and counseling services shall be designed to . . . conduct followup procedures to determine the effectiveness of the vocational instruction, and guidance and counseling program."

Current guidelines for state plans for vocational education require information about graduates which requires comprehensive vocational education followup studies of local programs. This requirement spells the need for guidelines and procedures for developing systematic vocational followup studies.

Definition

Followup studies involve the systematic collection of data from former vocational students and present employers to be used: 1) in evaluating the effectiveness of student preparation for employment, and 2) in determining the relevance and adequacy of the vocational education program for the employment market and needs.

OBJECTIVES OF VOCATIONAL STUDENT FOLLOWUP STUDIES

A vocational student followup program is a collection of information which can be used to evaluate the effectiveness of the job training process and product. It may serve the following specific purposes:

1. Provide job placement and job competency information indicating needed curriculum modifications and changes.
2. Provide student satisfaction and job skill information useful in evaluating vocational education instructional methods and procedures.
3. Provide descriptive information about various jobs useful in guiding students into a training program compatible with their interests and abilities.
4. Provide job training information which suggests instructional staff retraining, expansion, or reassignment.
5. Provide information about skill training requiring new or additional equipment and facilities.
6. Provide information about student needs for additional education and training.
7. Provide information necessary in determining the cost-benefit of the vocational education program.
8. Provide information useful in evaluating the effectiveness of the vocational guidance program and to measure the demand for a special needs program.

ROLES AND RESPONSIBILITIES OF EDUCATIONAL PERSONNEL

A successful vocational student followup program requires the participation of the local administrator, vocational director, placement coordinator, vocational teacher, advisory council, and the State Department of Education.

Local Administrator

The local administrator assumes the role of expeditor and facilitator of the education process. He must be aware of the status of the vocational education program, be familiar with the purpose and objectives of the followup system, and understand and support its procedures. Administrators should encourage the development of the followup program and provide the personnel and facilities needed.

Vocational Director

The local director of vocational education should assume major responsibility for the followup process. He should take leadership in planning the followup program, enlisting the help of all vocational teachers, administrators, guidance personnel, and the placement coordinator in carrying out the process. His specific duties include identification of needed data, development of the data collection instruments, compilation of the data (data processing), analysis of the data, and utilization of data (interpreting and disseminating).

Placement Coordinator

The student followup program should be a part of pupil personnel services, and involve the placement coordinator in its operation. The guidance and job placement office have ready access to the school and placement records of the high school graduates and in most cases their permanent addresses. This information is essential to the followup process, simplifying the questionnaire mail-out procedure, and permits the followup information to be made part of the student's permanent record.

Vocational Teacher

Vocational teachers should be a valuable link in the followup process. Teachers, knowledgeable about the followup process, understand the benefits which can be realized from followup information, and serve as effective public information sources. Their daily contact with students during the educational program allows them to instruct students about the value of the procedures used in gathering the information. Their continued association with graduates of their programs make teachers valuable references in locating former students. Local directors of vocational education should work closely with vocational teachers in identifying needed kinds of evaluative information and involve them in constructing the data collection instrument. Teachers may also prepare special parts of the followup instrument (addendum) which may yield information particularly needed in their program areas. Requests for information from former teachers may increase the likelihood of a response.

Advisory Council

The advisory council for vocational education, representing the community, business, and industry can help identify important issues on which to seek information and assist in interpreting the collected data. Council members who have had direct contact with vocational education graduates as employers can be especially helpful in interpreting followup data and in recommending vocational program modifications and changes.

State Department of Education

The State Department of Education is interested in providing a comprehensive vocational education program which satisfies the needs of business and industry and provides the new employee with a challenging and rewarding career. The State Department of Education should provide the leadership and resources necessary for developing and supporting a state-wide vocational followup effort.

VOCATIONAL STUDENT FOLLOWUP PROGRAM ALTERNATIVES

Strategies or programs for securing vocational education graduate followup data generally take one of three forms: teacher-initiated programs, comprehensive local programs, or state-wide followup programs.

Teacher-Initiated Programs

Teacher-initiated programs are efforts by a teacher or program area to collect information concerning their job training effectiveness. These are typical of followup efforts in small schools, in schools with limited vocational programs, in vocational education programs where all teachers are not convinced of the importance of vocational followup, and in situations where no one is responsible for seeing that the job is done.

Strengths - This may be the logical strategy to follow when there is only one vocational education program in the school. Questions can be tailored to the program, resulting in more detailed information than might be acquired if the instrument had to serve several areas. Because the teacher is interested in only the graduates of his class or program area, he can take advantage of the rapport established during the training period to increase likelihood of response to followup inquiries.

Limitations - Teacher-initiated student followup studies encounter severe limitations in securing the magnitude and depth of information required for total vocational program evaluation if there are several program areas in the school. Also, the lack of coordination between vocational program areas encourages duplication of effort by school staff, resulting in confusion by respondents who may receive questionnaires from more than one program area; and it reduces the effectiveness of vocational educators and administrators in coordinating the total local vocational education effort.

Comprehensive Local Followup Programs

A comprehensive local vocational education student followup program refers to a centralized and coordinated effort by all vocational areas in the school to collect information concerning job training effectiveness. It is suggested that the followup procedure be implemented through the guidance services, with the vocational director serving as program coordinator and assuming major responsibility for data utilization.

Strengths - A comprehensive followup program of this nature warrants utilization of the quality of personnel and the quantity of economic resources needed to collect the data necessary for complete program evaluation. Comprehensive programs eliminate duplication of effort that may occur when vocational areas conduct individual followup studies. Finally, comprehensive followup programs can provide data valuable in coordinating the complementary efforts of all vocational program areas in the educational system.

Limitations - The primary limitation of comprehensive followup programs is from the state educational agency's point of view. Data generated by individual local programs may not be uniform from school system to school system, thus making it difficult for the state educational agency to make comparisons necessary in projecting future developments.

State-Wide Followup Programs

State-wide vocational education followup programs are systematic efforts by an agency of the State Department of Education to compile data on all vocational graduates in the state. This placement and training effectiveness data may be used to complete federal reports, to reflect the balance of vocational programs in the state, and to serve as a basis for vocational education program planning. Several examples of state-wide followup programs are "Vocational Education Reporting and Individual Followup by Year" (VERIFY) used in Hawaii, Oregon, Nevada and Wyoming; the "Followup System for Vocational-Preparatory Students for the State of Washington"; and "A System for State Evaluation of Vocational Education" being developed by The Center for Vocational and Technical Education (Starr, 1970). Prior to graduation, data is collected from the student relating to his areas of vocational training, plus, necessary information needed to locate the graduate in the future. Following graduation questionnaires are sent to the graduate periodically (i.e., every year, every other year, or any time that is determined to be appropriate). Collected data are analyzed and made available to local and state educational agencies.

Strengths - State-wide systems are desirable because they secure comparable student followup data on all vocational programs in the state. Data secured in this manner can be used to evaluate the effectiveness of various programs throughout the state, and provides basis for future state vocational planning.

Limitations - Most state-wide vocational education followup programs as they now exist collect data too superficial to provide adequate program planning direction at the local level. Possibly, additional questions might be prepared to supplement the questionnaire, thus providing the unique information required by individual local vocational programs.

The major limitation of state-wide programs is that the data collected is too superficial for local needs. In view of this, Starr (1970) has revised his followup instruments to provide more information for local districts. (See appendix N) Personnel interested in this material, should contact the Product Utilization Specialist at The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

FREQUENCY AND TIMING OF VOCATIONAL STUDENT FOLLOWUP

The frequency and timing of followup efforts are generally determined by the purpose for collecting the data and the financial resources available. School systems should collect followup data at least twice after the students leave the vocational program. First, to determine his initial placement and second, to get measurement of job adjustment, adequacy of skill development, and worker mobility. Student followup studies beyond three years after graduation help determine job histories, worker mobility, and worker adjustment patterns which are of value primarily to researchers. (See the "Checklist of Followup Information from Vocational Graduates"--Appendix I)

Pre-Graduation Training Data

Information should be collected from students prior to graduation to serve as baseline data for future comparisons: Generally, state-wide followup systems require this survey. This information should include: name, permanent mailing address, social security number, vocational courses taken (areas of specialization), employment plans, and plans for more education. (See appendix K)

Three-Month Followup

Information gathered three months after graduation is required by State Departments of Education for their reports to the Federal Government. Although the students may be easier to locate after three months, the length of time that they may have been on a job is too short to measure essential worker competency. Examples of questions which may be asked at this time are: Are you employed? What kind of a job is it? Is it in the area of your training?

One-Year or Fifteen-Month Followup

A one-year or fifteen-month followup of graduates provides the same kinds of information that the three-month survey collects, but has the advantage of more elapsed time since graduation. The longer period of time allows placement and job adjustment information to be collected from those who did not immediately seek or find employment following graduation. Futhermore, a year on the job should be ample time for the student and employer to evaluate the adequacy of his training. Some questions to be asked of the vocational education graduate are: Were you employed immediately following graduation? What is your occupation now? With whom (firm) are you employed? Where are you employed (address)? Was your preparation adequate? What are some problems you faced in the transition from school to work or to further education? What kinds of additional education and training do you desire? (See appendix L)

Three-Year Followup

The three-year time period provides comprehensive data on students, including graduates of two-year post-secondary educational programs. Graduates who entered junior and community colleges, technical institutes, or have taken short courses will generally have completed their studies and been employed for at least one year. Questions asked of the graduates should center around their present status, changes of employment since graduation, their evaluation of the high school instructional program and guidance services, and additional education and training needs. (See appendix M)

Five-Year Followup

Five-year followup surveys provide first year job information from graduates of four-year educational institutions and those recently discharged from military service. In addition, information can be secured relating to education, job histories, and the skills graduates have found most useful in their post-high school studies or jobs. Sufficient time has elapsed for them to reflect on their choice of careers and they should be able to identify some of the annoying problems faced in their jobs and studies. Some patterns of worker mobility should begin to emerge at this point.

Longitudinal Followup Studies

Longitudinal followup studies are generally data collections on a sample of graduates or a specific class for ten or more years. These studies lend themselves to the study of job history, mobility, and worker adjustment patterns.

Population Selection

The followup of vocational trainees of each graduating class is usually recommended. However, a followup of every second or third graduating class may be sufficient to modify the vocational program. Regardless, of the frequency of the followup, the problem of locating and getting responses from former students presents real difficulties. Small schools should survey all graduates of each class. Large schools may choose to followup a sample of their class in order to reduce cost. (See form for computing followup cost--Appendix J)

The frequency and timing of the followup surveys will depend upon the utilization of the information collected. Little or nothing is gained by the collection and compilation of data if it is not interpreted and converted to vocational program modification and change.

CLASSIFICATION OF INFORMATION

The ultimate purpose of vocational followup will dictate when it should be done and the kinds of questions which need to be asked. Generally, information is desired concerning employment data, evaluation of training and related services, need for further training, additional training which has been obtained, and changes in career goals. Eninger (1965) used the following three broad categories to describe the data: occupational history since graduation; educational history since graduation; and present interests, activities, and affiliations.

Occupational History

Eninger (1965) suggests ten points around which to fashion questions about occupational history.

1. General job placement. How soon after graduation was the graduate employed?
2. Related job placement. How quickly did he find employment in a field related to his training?
3. Employment security. How much of his post-graduation employable time has he spent in full-time employment?
4. Job stability. How many different employers has he worked for during his employment period?
5. Job satisfaction. How satisfied has he been with the jobs held during his employment period?
6. Job relatedness. To what extent have the jobs he has held been related to his high school vocational training?
7. Initial earnings. What were his initial earnings on the first full-time job?
8. Present earnings. What are his present earnings, N years after graduation?
9. Earnings progression. How have his earnings increased over the total employment period?
10. Job mobility. How often and how far has he moved to improve employment status?

Educational History

The educational history section of the questionnaire identifies how much college education or non-college education (private trade schools, apprenticeships, adult courses, or industrial job training) the graduate has acquired. This section should also inquire about additional education or training the graduate plans or desires.

Interests, Activities, and Attitudes

This section tries to identify the graduate's conversational interests; leisure-time activities; organization affiliations; and attitudes toward the school, the guidance services he received and the adequacy of the vocational education program.

THE DATA COLLECTION INSTRUMENT

The most common means of collecting followup information is the mail questionnaire. Personal or phone interviews are sometimes used to secure data from those who do not return questionnaires. Because of the cost of interviews, however, this procedure is used mostly with small samples.

Once the desired kinds of information are identified, the task becomes one of developing an instrument which is easy to understand, easy to fill out, and easy to process when returned. Schools should engage the services of experts in questionnaire development. If this is not possible, well designed instruments may be adapted to local use through minor wording changes.

Guidelines for Development

The following general rules (Rummel, 1964) will provide guidance to those who are constructing their own questionnaires:

1. Express each item clearly.
2. Choose words that have precise meanings.
3. Avoid complex or awkward word arrangement.
4. Include all qualifications needed to provide a reasonable basis for response selection.
5. Avoid the inclusion of nonfunctional words in the term.
6. Avoid unessential specificity in the question or in the responses.
7. Avoid the inclusion of trivial questions.
8. Make the suggested answers simple.
9. Be sure the items will seem to the respondent to apply to the situation.
10. Refrain from asking questions of opinion unless opinion is what is specifically required.
11. Avoid items that are too suggestive or too unstimulating. They should not lead a respondent to go beyond the facts, but they should induce him to provide the required information.
12. Phrase questions to avoid the academically or socially acceptable responses. Make it possible for the respondent to answer truthfully without embarrassment.
13. Avoid questions that may be checked with several responses when only one response is desired. In fact, such items usually are quite difficult to tabulate and analyze.
14. Whenever possible, questions should be worded in such a way that they can be answered simply by a check mark.
15. Ask questions in such a way that they will relieve the respondent of as much complex thinking as possible. A popular technique is to reduce a complex question to a series of questions which are easier to answer.
16. Avoid the use of words which are susceptible to different interpretations; e.g., moral or immoral, good or bad, rich or poor, intelligent or ignorant, laborer or capitalist.

Structuring for Data Processing

In this age of computers, special attention should be directed toward utilizing machine data processing, even though this may place restrictions on the structure of some questions, particularly upon the coding and analysis of open-ended and subjective response questions. It is recommended that someone who is experienced in coding for data processing review the information gathering instrument format before it is implemented.

Instrument Pre-Testing

Questionnaires should be pre-tested in order to find possible flaws and ambiguities not readily apparent to the designer. The pre-test asks potential respondents to complete the questionnaire in advance of it being sent out to graduates. This simple procedure can save time and money by reducing the probability of invalid data or a low response rate.

Instrument Continuity

Instruments of comparable construction and content should be used each year. Collection of similar data from year to year allows comparisons to be made between years and between classes. However, the design of the instrument, its contents, and any comparisons made must take into consideration changes in the vocational program objectives.

LOCATING VOCATIONAL GRADUATES

Locating graduates and securing correct mailing addresses poses a major problem, which is compounded as the graduates are followed up in successive years. The following techniques have been employed with some success:

1. Ask all students to complete a form shortly before graduation giving the name and address of next of kin. Students who know their own address for the ensuing year also can enter it on the form.
2. If siblings and relatives of graduates are still in school, ask them for the graduate's current mailing address.
3. Ask former instructors (especially vocational) who may have maintained contact with the individual after graduation.
4. Use publications such as school board letters to the community, student newspapers, or community newspapers to request information.
5. Refer to Employment Service Records.

INSURING RESPONSE

A primary disadvantage of using the mail questionnaire method is the difficulty in getting an adequate rate of response. The following practices, however, will help increase the rate of return:

1. Preparing vocational students prior to graduation, concerning the purpose of following up vocational graduates and the kinds of information they will be expected to provide.
2. Using short and uncomplicated instruments, asking only necessary and relevant questions.
3. Providing prepaid return mail.
4. Avoiding personal information as much as possible.
5. Placing difficult questions last.
6. Offering to mail out the address list and a few words about classmates to all who respond.
7. Sending a newspaper clipping about the study along with the questionnaire.
8. Using colored or unusual types of instruments to attract their attention.
9. Using a personalized cover letter signed by a former teacher or counselor.

The project director should strive for at least 60 to 75 percent return on questionnaires. Achievement of this rate of return generally requires a series of followup contacts after the initial instrument has been sent. To further validate the data, a sample of 5 to 10 percent of the non-respondents should be contacted by telephone or in person to determine if they differ from the respondents.

Data Collection Procedure

The Central Kentucky Vocational Education Evaluation Project outlines a detailed strategy for vocational graduate followup designed to encourage responses. A card or letter is sent to the former student prior to mailing the followup instrument. The purpose of this card or letter is to alert the graduate that he will soon be receiving an important instrument which he is urged to complete and return as soon as possible. The following mailing pattern is suggested at one week intervals:

First mailing--mail the followup instrument, the cover letter, and the return envelope; stamped and addressed.
Second mailing--mail the first thank you--reminder card.
Third mailing--mail the second followup instrument, the second cover letter, and the return envelope; stamped and addressed.
Fourth mailing--mail the second thank you -- reminder card.

The cover letter should be brief, but indicate the purpose of the study, the uses to be made of the findings, the importance of hearing from everyone in the class, a suggested date for returning the form and assurance of the confidentiality of the information to be provided. If at all possible, the cover letter should be signed by a person whom the former student will recognize and trust.

Followup instruments should be mailed so that the former student receives it during the early part of the week. When using a multiple mailing approach use a different strategy on subsequent contacts.

Letterheads and return addresses with which the former students can easily identify should be used. The physical appearance of the materials should be of professional layout and designed to arouse interest.

EMPLOYER FOLLOWUP

In addition to following up former students of vocational education, employer reactions should be sought. Employers usually will cooperate and give candid evaluations of the employee and his training program. Care must be exercised so that employers of large firms are not overburdened with followup instruments. It is suggested that such employers be asked to respond to only one questionnaire about each vocational program in-which he employed one of the school's graduates.

The following questions are some which may be asked of an employer:

1. How many total employees?
2. What are the major job descriptions of your employees?
3. Are you satisfied with the performance of vocational program graduates?
4. Are there any particularly strong areas in the graduate's training?
5. What additional pre-employment skills are needed by the employees?
6. What is the advancement rate and level of job entry of vocational education graduates compared with non-vocational students?
7. What is your projected need for additional workers in the next two years?
8. Has the relationship with the school placement service been satisfactory? How might it be improved?

The information received from employers should be considered together with data collected from vocational education graduates to serve as a basis for program evaluation and planning.

TREATING VOCATIONAL STUDENT FOLLOWUP DATA

Depending to some extent upon the preconceived purposes of the followup study, most surveys will answer the series of questions which have been referred to before (page 24 and in Appendix I). In most cases it is desirable to sample the non-vocational students who are seeking jobs, as well as the vocational students, so that comparisons can be made between the two groups.

Use of the Followup Report

Followup data may be used:

1. As a basis for modification of the curriculum in terms of graduate employment and job skill information.
2. To show employment trends and job mobility.
3. To determine additional educational programs needed by former students.
4. To determine the effectiveness of the guidance department and other special services.
5. To justify the continued existence of a current program.
6. With legislative committees to show the effectiveness of programs of vocational education.
7. To upgrade the public image of vocational training.
8. To show the services provided to people by the vocational education program.
9. For publicity purposes.

Preparation of the Report

The compilation and analysis of student followup data and the organization of the final report are determined by the original purpose and objectives of the study. Data must be compiled and analyzed so that information and comparisons about the various parts of the vocational program are clearly presented. The use of tables, charts, and graphs may be used to improve clarity and understanding.

Dissemination of the Report

Findings of the followup study should be supplied to all persons interested in or responsible for any part of the vocational program, including administrators, school board members, vocational teachers, "general" education teachers, counselors, regional supervisors, and the State Department of Education.

Interpretation of Data

Following the analysis of data and preparation of the final report a difficult and important part remains--comparing the information against original program objectives, identifying implications for the local program, and suggesting program modifications. To achieve these tasks, the following strategy is suggested:

Involve all persons - Everyone involved in the local vocational education program must be included in the data interpretation process

(i.e., vocational teachers, "general" education teachers, guidance personnel, placement coordinator, administrator, and the local director of vocational education.)

Local director should assume leadership - The local director should assume responsibility for presiding over a joint meeting and insuring that everyone has received a copy of the followup report several days prior to the session.

Involve the advisory council - Utilizing the followup information to evaluate the effectiveness of the vocational training program is a task that cannot be done in isolation from the work world. As has been noted earlier, lay advisory councils can provide a linkage between the vocational program and business and industry. Several members of the advisory council may employ graduates of the vocational program and are aware of strengths and limitations in the training program. They can lend their special expertise in translating student followup data into needed vocational program modifications and changes.

Evaluate the vocational program in terms of its objectives - Each vocational program area, guidance services, and the job placement service should be evaluated. Decisions concerning vocational program adjustments should be based upon followup data secured in terms of the program's ability to achieve its original objectives. Program objectives which appear inappropriate or unachievable should be revised.

CHECKLIST OF PROCEDURAL ACTIVITIES IN THE VOCATIONAL STUDENT FOLLOWUP PROCESS

To aid the user in implementing a vocational student followup program, the following is a chronological list of the procedural activities previously discussed:

____ Determine the kinds of information needed.
____ Identify the classes to be followed up (decide if a sample is to be used or not).
____ Compute project personnel and financial resources needed (refer to the planning sheet--Appendix J)
____ Meeting of vocational teachers and guidance personnel to plan data collecting instrument.
____ Locate student addresses and develop a mailing list.
____ Develop data collection instrument (make sure it can be coded for data processing).
____ Pre-test instrument and revise where necessary.
____ Print instruments.
____ Mail out instruments.
____ Identify changes of address as instruments are returned.
____ Send reminders and followup instruments.
____ Code information for data processing.
____ Analyze data and prepare written report.
____ Disseminate to teachers, administrators, school board, advisory council, and guidance personnel.
____ With the help of the advisory committee, school personnel (vocational director, vocational teachers, administrators, and guidance personnel) interpret data in terms of implications for change in the present program.
____ Make appropriate program changes.
____ Report changes in the outcomes of the study report.

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APPENDIX

APPENDIX A

JOB ORDER* DATE __________ 197___

COMPANY __________________ ADDRESS __________________ ZIP ______

PHONE __________ CONTACT M __________________ TITLE __________________

JOB TITLE __________________ NO. ______ M___ F___ Starting Rate $____ Hours___

DUTIES ____

____

____

EDUCATIONAL REQUIREMENTS: ____

____

SPECIAL PHYSICAL REQUIREMENTS: ____

CO. BENEFITS:	Tuition refund-Yes No %	REFERRALS:
BLUE CROSS:	Yes No	
PENSION PLAN		
VACATION POLICY		
OTHER		
CO. LITERATURE		

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio

APPENDIX B

JOB APPLICATION*

(Please Print) NAME	Social Security No.		Date of Birth
Last First Middle ADDRESS	Phone No.	School Attending	

Street and Number City Zip

Vocational Courses: (List course and grade

List scholastic Honors Received

What school activities have you participated in?

What are your hobbies and interests?

What have you done to earn money during your school years?

Do you have a driver's license?	Yes ☐	No ☐
Has your driver's license ever been suspended?	Yes ☐	No ☐
Are you now under a doctor's care?	Yes ☐	No ☐

What serious illness, operations or accidents have you had?

FACULTY REFERENCES

NAME	SCHOOL
1.	
2.	

Write a short paragraph about your plans or desires for your future career.

Signature

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio

APPENDIX C

EASTLAND VOCATIONAL CENTER *

Guidance & Placement Office

STUDENT REGISTRATION INFORMATION FORM

Date:____________________

Please Print:

Name:____________________________________ Sex:______
(Last) (First) (Middle)

Home Address______________________________________
(Street Number) (City) (Zip)

Home School____________________________

Grade Next School Year:____________________

Present Program at Eastland:____________________________

Do you plan to return to the Eastland Vocational Center next school year? (Circle one) Yes No

If the answer is NO to the above question, where will you be attending school? ____________________________

What subjects will you be taking?

________________ ________________

________________ ________________

________________ ________________

If the answer to the first question is YES, list the vocational area and academic subject(s) you plan to take.

____

____

____

*Eastland Vocational Center
Columbus, Ohio

APPENDIX D

EASTLAND VOCATIONAL CENTER*

Guidance and Placement
Student Placement Report

NAME ____

EMPLOYER ____

EMPLOYER ADDRESS ________________________________

COURSE AT EASTLAND ______________________________

JOB DESCRIPTION _________________________________

____

____

PAY RATE ____________________ HOURS OR SHIFT ____________

HOW DID YOU SECURE THIS JOB? (check one)

______ INSTRUCTOR

______ SUPERVISOR

______ FRIEND

______ GUIDANCE OFFICE

______ NEWSPAPER AD

______ STATE EMPLOYMENT OFFICE

______ RELATIVE

______ OTHER

DATE OF GRADUATION ______________________________

DATE EMPLOYMENT SECURED _________________________

DATE STARTED TO WORK ____________________________

DID YOUR TRAINING AT EASTLAND QUALIFY YOU FOR THE JOB WHICH YOU ACCEPTED? ______ COMMENTS ______________________

____

ALL INFORMATION WILL REMAIN CONFIDENTIAL, IT WILL BE USED ONLY TO EVALUATE OUR PROGRAM AND TO MAKE FUTURE IMPROVEMENTS.

*Eastland Vocational Center
Columbus, Ohio

G-11

APPENDIX E

SENIOR INFORMATION FORM *

Date ____________________

Name ____ Birth Date __________________
Last First Middle

School __________________________ Homeroom No. ______________ Teacher __________________

Class of ____________ Home Address __________________________ Zip) Phone __________________

Neighbor's Phone ____________ Social Security No. ________________ Height ________ Weight ________

Live with Parents ______ Guardian ______ Relatives ______ Drivers License Yes ______ No ________

Do you intend to get further education or training? Yes ____ When ________ Where ________

No _____

If not going on to further education, what? ______________________________________

Type of vocational courses taken: ____

____

____

Hobbies or Interests ____

PREVIOUS EMPLOYMENT HISTORY

Employer	Job	From	To	Reason for leaving

Do not write below this line

DATES EMPLOYED

Employer	Job	From	To	Remarks

(Continued)

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio

(Continued) SENIOR INFORMATION FORM

MAJOR COURSES

10th Grade Course	Mark	11th Grade Course	Mark	12th Grade Course	Mark

Attendance__________________ Activities______________________________

COUNSELOR'S RECOMMENDATIONS____

____

____

EMPLOYMENT INTERVIEWS

Date	Company	Contact	Job Opening	Results

COUNSELING RECORD

DATE:________ ____

____

DATE:________ ____

____

DATE:________ ____

____

DATE:________ ____

____

APPENDIX F

SAMPLE RESUME *

Name: Jane Smith

Address: 1348 Oak Street
Medford, Oregon 97501

Telephone: 773-1834

I. Personal Data:

Age: 18
Height: 5'6"
Weight: 130 lbs.
Health: Excellent
Marital Status: Single
Social Security: #345-50-5232

II. Education:

Graduated from high school in the top 5% of my class, and plan to study oceanography in college. Already have 3 hours of post-graduate credit in oceanography from a special arrangement which allowed me to attend a college class normally open only to graduates.

III. Work Experience:

a. July 1964-Aug. 1964, Library Assistant, McLoughlin Jr. High School
Was in charge of re-building the magazine section of the library after the fire of June 30. Was also responsible for reporting magazine damage to the insurance company. This position required keeping track of my own time and making decisions with a minimum amount of supervision.
Ref: Mrs. C. Jones 905 W. 8th, Jacksonville, Oregon

b. June 1965-Aug. 1965, Full-time babysitting at home.
Ref: Mrs. Rae Omenn, 135 Lincoln, Medford, Oregon

c. July 1966-Aug. 1966, Receptionist, Project Prometheus, Ashland, Ore.
As one of the student receptionists at Project Prometheus (a six week special educational project at Southern Oregon College), was required to answer the telephone, take messages, ring students' rooms to notify them of calls or visitors, make sure the check in-out system was used properly, and to remember the names of 200 fellow students.
Ref: Mr. Robert Sylva, Director of Project Prometheus, IED Office,
Jackson County Courthouse Annex, Medford, Oregon

d. Aug. 1966-Jan. 1967, Library Assistant, McLoughlin Jr. High School
The first 3 weeks prepared books for inventory, filed their cards, and prepared spine numbers, book jackets, and card pockets. Was responsible for working on and finishing assigned tasks without supervision. After school started worked after classes helping the students, filing cards, shelving, mending, and processing books. Had complete supervision over 6 bulletin boards and a display case. Also designed and implemented a new system of filing for the book jackets used in displays. Was responsible for my own time sheet and for closing the library.

---

*Creative Job Search Program, Oregon Bureau of Labor

Ref: Mrs. Mary Moore, 228 Muse Road, Medford, Oregon

IV. Equipment Can Operate:

car (shift, automatic)
electric sewing machine
typewriter (manual)
cash register
portable tape recorder
electric stapler
record player
overhead projector
slide rule
electric paper shaker
shell loader
book mending equipment
telephone (father's office is at home and am often required to handle his business calls)
all types of outdoor and kitchen equipment
SCUBA tank and regulator
movie and slide projector
chemistry and biology lab equip.
electric and manual collator
electric paper punch
manual plastic binder placer
Dewey Decimal filing system

V. Hobbies:

Enjoy working with animals, and have had the most experience training dogs and horses. Swim as often as possible, with current interest lying in the area of skin and SCUBA diving. Read a great deal (nonfiction sociology and anthropology), sew my own clothing, and listen to music.

VI. Additional Comments:

a. Experience in the field of library science totals six years.

b. Was selected as the best speech student as a freshman, have had three years of debate and speech in school, have been an M.C. on three occasions, and have been complimented on ability to speak to an audience with ease.

c. Have been responsible for large sums of money and making change while chairman of the concessions stand at high school basketball games.

d. Like to be responsible for seeing that a job is done and done well, and like to be involved in making it work out. Like to think on my own, and especially enjoy working out systems to increase the efficiency and ease of some task.

e. Am very much interested in situations where can help people see the right answer for themselves or help them to understand something (positions have fulfilled as an assistant librarian and informal tutor.)

f. Perhaps most importantly, am an ardent capitalist. Like to help other people make a good profit because I know that means that I am making a profit for myself.

APPENDIX G

INITIAL DATA COLLECTION QUESTIONNAIRE *
(4 X 6 card)

NAME________________________
ADDRESS________________________
HOME PHONE________________________

CLUSTER________________________
HOME SCHOOL________________________
COUNSELOR________________________

CAREER PLANS

FULL-TIME EMPLOYMENT________________________
____

FORMAL TRAINING________________________
-FULL-TIME________________________
-PART-TIME________________________

APPRENTICESHIP________________________

CAREER PLANS
-RELATED________________________
-NOT RELATED________________________
-INDEFINITE________________________

MILITARY SERVICE
-ENLIST________________________
-RESERVES________________________

-BRANCH________________________
-WAIT TO BE DRAFTED________________________

(FRONT)

WORK/TRAINING AND PLACEMENT INFORMATION

EMPLOYER________________________
____
SUPERVISOR________________________

ADDRESS________________________
PHONE________________________
HOURS WORKING PER WEEK________________________

TYPE OF PLACEMENT
-PART-TIME________________________
-RELEASE-TIME________________________
-TEMPORARY________________________

GRADUATE PLACEMENT INFORMATION

---

*Milwawkie School District #5
Milwawkie, Oregon

APPENDIX H

CATEGORY 1 2 3 4 5 6

OCCUPATIONAL SKILLS CENTER*
PRE-GRADUATE SURVEY

1. NAME______________________________ 3. LEVEL COMPLETED_____________

2. ADDRESS___________________________ 4. COURSE(S)___________________

____

5. Based upon your present thinking, what do you feel your plans for the coming year will be. Be as specific as possible.

THE FOLLOWING QUESTIONS REQUIRE HONEST ANSWERS. ANYTHING YOU WRITE WILL NOT BE SHOWN TO ANYONE WHERE YOUR NAME AND WHAT YOU SAY WILL BE CONNECTED. IT IS ONLY BY YOUR GIVING HONEST ANSWERS THAT WE CAN BE EFFECTIVE IN MAKING CHANGES OR ADDITIONS IN THE PROGRAM, WHICH YOU FEEL WOULD MAKE THE PROGRAM BETTER.

6. Why did you enroll in a program at the Skills Center?

7. Since coming to the Skills Center, what special activities/events have made you feel the time spent in the program was worthwhile?

8. (A) If you participated in any one of the special work experience programs or industrial training schools, tell how you feel it was of beneift in assisting you in planning for a post-high school career. Did participation in the program change your mind in any way about what you are planning to do?

*Milwawkie School District #5
Milwawkie, Oregon

(B) If you participated in one of the above, how do you feel your time at the Skills Center assisted in making the additional experiences worthwhile? Did you feel you had training which related to the "real" experiences you faced while on the special program? If you felt ill-prepared, tell why.

9. In a few words explain how attendance at the Skills Center has influenced your attitude about the following:

A. School in general:

B. Regular attendance:

C. Grades and performance evaluation:

10. Would you permit us to contact your parent/guardian to gain a better understanding of how they feel about the Skills Center programs? If your answer is yes, please list a current address and phone number where they may be reached.

11. Now that you have answered my questions I would like for you to be able to sound off about anything, either positive or negative, you wish to. If you feel changes should be made, what are they? If we are missing the boat about the way we do things, let us know. Remember, the only way we can insure the programs here will meet the needs you come with is to know how you feel. Now is your chance to help those who will be here in years to come.

APPENDIX I

CHECKLIST OF FOLLOWUP INFORMATION FROM VOCATIONAL GRADUATES

Item	Pre-Graduation	One-Year	Three-Year	Five-Year	Ten-Year
1. Name	X	X	X	X	X
2. Permanent mailing address	X	X	X	X	X
3. Social security number	X	X	X	X	X
4. Vocational courses taken (areas of specialization)	X	X	X	X	X
5. Plans for more formal education	X	X	X	X	X
6. Future employment plans	X	X	X	X	
7. Since you left this vocational program, have you sought full-time employment?		X	X		
8. If you did not seek full-time employment when you left this vocational program, indicate the reason.		X	X	X	
9. Did you seek part-time employment when you left this vocational program?		X	X		
10. If you sought part-time employment, instead of full-time employment, indicate the reason.		X	X		
11. How many full-time jobs have you held since you left this vocational program?		X	X	X	X
12. What is your job? (Job description)		X	X	X	X
13. Does your job relate closely to the training you received?		X	X	X	X
14. Did your vocational training program adequetely prepare you for your first job?		X			
15. What was your beginning hourly wage on your first full-time job after leaving the vocational program?		X			
16. How did you get your first full-time job?		X			

Item	Pre-Graduation	One-Year	Three-Year	Five-Year	Ten-Year
17. After you got your first job, have you ever again used any of the job placement services provided by the school?		X	X	X	X
18. What is the most you have earned on a full-time job?		X	X	X	X
19. What is the location of your present job or most recent job?		X	X	X	X
20. What is your current employment status?		X	X	X	X
21. Were you satisfied with the vocational training you received in the program?		X	X		
22. Since you left this vocational program, have you enrolled in any additional education programs?		X	X	X	X
23. Are you now enrolled in a vocational program?		X	X	X	X
24. Are you interested in getting more vocational training?		X	X	X	X
25. What kind of training are you interested in receiving?		X	X	X	X
26. What are some problems you faced in the transition from school to work or more education?		X	X	X	X
27. Are you satisfied with your work role?		X	X	X	X
28. What courses and/or teachers were most helpful?		X	X		

APPENDIX J

COMPUTING FOLLOWUP COST

Cost

Personnel

Professional time ________ hrs. @ ______/hr. ______
Clerical time ________ hrs. @ ______/hr. ______

Supplies

Printing Costs ______
Envelopes and paper ______

Communication

Telephone ______
Postage (original and follow-up) ______

Travel

Preparation of final report ______

Data Processing ______

APPENDIX K

(EXAMPLE)

PRE-GRADUATION STUDENT DATA

1. Name ____

2. Address ____
Street

____
City State Zip

3. Social Security Number ____________________

4. Sex M ____ F ____

5. Date of Birth ____________________
month/year

6. Present vocational course registration

    a) School ____

    b) Vocational Course ________________________________

    c) Instructor's Name ________________________________

7. Expected date of graduation ____________________________

8. Vocational courses taken ______________________________

____

9. Cooperative training

    a) Training station ______________________________

    b) Type of business ______________________________

    c) Weekly earnings ______________________________

    d) Hours worked per week __________________________

10. Plans for more education ____________________________

11. Employment plans ________________________________

____

APPENDIX L

(Example)

One-Year or Fifteen-Month *
Student Followup

1. Name ______________________________

2. Address ______________________________
Street

____
City State Zip

3. Social Security Number ______________________________

4. Vocational Program ______________________________

5. Sex: Male ____ Female ____

Are you employed? Yes ☐ No ☐ If yes, answer Section I below. If no, answer Section II below. All alumni answer Section III.

SECTION I:

a. Job title: ______________________________

Describe duties: ______________________________

____

b. Name of company or business: ______________________________

Address of employer--City ____________________ State ____________

c. Gross starting salary $____________

Circle one: hour weekly monthly yearly bi-weekly

Average number of hours per week ____________

---

* Adapted from a form developed by Western Wisconsin Technical Institute, La Crosse, Wisconsin

d. Which one of the following was most effective in obtaining your job?

Someone working at this school ☐
Friends and relatives ☐
Advertisements ☐
Public employment agency ☐
Private employment agency ☐
Returned to previous employer ☐
Other ☐ Specify____

____

e. Was your starting job the kind you expected upon graduation? Yes ☐ No ☐

Comment:____

____

f. What are some problems you faced in the transition or adjustment from school to work? ____

____

____

g. What kinds of additional education and training do you desire?

____

____

____

(PLEASE COMPLETE SECTION III NEXT)

SECTION II:

a. Seeking employment Yes ☐ No ☐

If no, check one of the following:

Active military service ☐

Drafted ☐ Volunteer ☐ Enlisted man ☐ Officer ☐

In school full-time ☐

Married (homemaker) ☐

Peace Corps or VISTA ☐

Other ☐ Specify______________________________________

____

If you were employed at the time of induction, describe your job______________.

____

Describe your duties in service___________________________________

____

SECTION III:

a. How many employers were contacted while seeking employment?________________

Upon graduation did you find opportunities for employment? Yes ☐ No ☐

At this point, do you think your training prepared you for your job? Yes ☐ No ☐

Would you recommend the program you have completed to others? Yes ☐ No ☐

Comment: ____

____

b. Circle the number that you feel best describes the vocational training you received.

(Use the descriptions below the numbers as a guide)

1 2 3	4 5 6 7	8 9 10
Not adequate to perform on the job	Received adequate training to secure first employment	Received training far above what was needed for first job

APPENDIX M

(Example)

Three-Year Student Followup *

1. Name ____

2. Address ____
Street

____
City State Zip

3. Social Security Number ____________________

4. Sex M____ F____

5. Date of Birth ______________
month/year

6. Vocational program attended ______________________________

7. Present employment status (check one)

(a) Employed full-time. . . . . ( )

(b) Employed part-time. . . . . ( )

(c) In military service . . . . ( )

(d) In school full-time . . . . ( )

(e) Unemployed - seeking work . . . . ( )

(f) Unemployed - not seeking work . . . . ( )

8. If you are working full-time are your working in a field (check one)

(a) Related to your training. ( )

(b) Not related to your training. . . . . ( )

9. Name of employer ______________________________________

Address of employer ____________________________________

Your job position ______________________________________

10. If you are in the military service what is your job specialty ?

____

11. Are your working for the same employer you went to work for immediately following graduation? Yes _____ No _____

---

* Adapted from a form developed by Western Wisconsin Technical Institute, LaCrosse, Wisconsin

12. Number of different employers you have worked for. (check one)

(1)____(2)____(3)____(4)____(5)____(more than 5)____

13. Number of promotions you have received from your present employer.______

14. Monthly salary you received immediately following graduation $________ per hour or $________ per month.

15. Your starting salary with your present employer $________ per hour or $______ per month.

16. Your present salary $________ per hour or $________ per month.

17. Do you receive any additional compensation such as room, board, laundry, uniforms, tips, and etc.? Yes ____ No ____

Average monthly value of such compensation $____________

18. What form of additional education have you had since graduation? (check all that apply)

	type	No. of Months
(a)	Apprentice	( )
(b)	Management training program.	( )
(c)	Company technical school	( )
(d)	College	
	Full-time	( )
	Part-time	( )
(e)	Vocational-Technical school	
	Full-time	( )
	Part-time	( )
(f)	Correspondence	( )
(g)	Other.	( )
(h)	None . . . (check if applicable)	( )

19. Circle the number that you feel best describes the vocational training you received. (Use the descriptions below the numbers as a guide)

1 2 3	4 5 6 7	8 9 10
Not adequate to perform on the job	Received adequate training to secure first employment	Received training far above what was needed for first job

20. What kinds of additional education and training do you desire?

____

____

____

____

21. In which of these organizations have you participated since you graduated

	Member	Participated Actively	Officer
(a) Social and fraternal organizations	( )	( )	( )
(b) Professional organizations	( )	( )	( )
(c) Political organizations	( )	( )	( )
(d) Religious organizations	( )	( )	( )
(e) Service organizations	( )	( )	( )

DF-6

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

APPENDIX N

INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Your Social Security Number ___ __ ____

Is Your Name and Address Correct as Printed Above?
If not, please print the corrected information below:

New Name ______________________ Last Name ___ First and Middle Initial

New Address ______________________ Number and Street or Rural Route

______________ City, Town, or Post Office ______ State (abbreviated) ______ Zip Code

(DF-6 Revised 1971)

DIRECTIONS: WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE MARK.

WHENEVER THE WORDS **THIS VOCATIONAL PROGRAM** APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

---

1. Since you left this vocational program, did you seek **full-time** employment? (30 or more hours per week)

49 ☐ Yes ☐ No

2. If you did not seek **full-time** employment when you left this vocational program, indicate the reason.

Check only one box

50
1 ☐ Expected to enter another school
2 ☐ Housewife or about to be married
3 ☐ Physical or other handicap
4 ☐ Not interested in a job
5 ☐ Expected to enter the military service
6 ☐ Only wanted to work part-time (less than 30 hours per week)
7 ☐ Other (specify) ______________________

3. Did you seek **part-time** employment (less than 30 hours per week) when you left this vocational program?

51 ☐ Yes ☐ No

4. If you sought **part-time** employment, instead of full-time employment, when you left this vocational program, indicate the reason.

Check only one box

52
1 ☐ Expected to enter another school
2 ☐ Housewife or about to be married
3 ☐ Physical or other handicap
4 ☐ Not interested in a full-time job
5 ☐ Expected to enter the military service
6 ☐ Unable to find a full-time job
7 ☐ Other (specify) ______________________

5. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?

53
1 ☐ **None**
2 ☐ 1 full-time job
3 ☐ 2 full-time jobs
4 ☐ 3 to 5 full-time jobs
5 ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was NONE, skip to question 16.

6. If you got a **full-time** job when you left this vocational program:

What was your job? ____________________

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7. How closely did your **first full-time** job (30 or more hours per week) after leaving this vocational program relate to the training you received?

30 Check only one box
1☐ I was employed in the occupation for which I was trained by this vocational program
2☐ I was employed in a related occupation
3☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your **first full-time** job after leaving this training?

☐ Yes ☐ No

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

52 Check only one box
1☐ $1.59 or less per hour
2☐ $1.60 to $1.99 per hour
3☐ $2.00 to $2.49 per hour
4☐ $2.50 to $2.99 per hour
5☐ $3.00 to $3.99 per hour
6☐ $4.00 or more per hour

10. How did you get your **first full-time** job after leaving this vocational training?

Check appropriate box or boxes below
☐ I got the job myself
☐ My family or friends helped me get the job
☐ The job placement services provided by the school helped me get the job
☐ The state employment service helped me get the job
☐ A private employment agency helped me get the job
☐ Other (specify) ____________________

11. What is the **most** you have earned on a **full-time** job since leaving this program?

69 Check only one box
1☐ $1.59 or less per hour
2☐ $1.60 to $1.99 per hour
3☐ $2.00 to $2.49 per hour
4☐ $2.50 to $2.99 per hour
5☐ $3.00 to $3.99 per hour
6☐ $4.00 or more per hour

12. If you have held two or more full-time jobs (30 or more hours per week) since you ended this vocational training, check one box below.

70
1☐ I was trained in school for my **last** job
2☐ My **last** job was related to this vocational training
3☐ My **last** job was not at all related to this vocational training

13. Indicate below the **location** of your present or most recent **full-time** employment.

____
Village, Town, City

____
County

____
State

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14. If you are presently working, what is your job?

____

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15. What **wages** are you presently earning?

35 Check only one box
1☐ $1.59 or less per hour
2☐ $1.60 to $1.99 per hour
3☐ $2.00 to $2.49 per hour
4☐ $2.50 to $2.99 per hour
5☐ $3.00 to $3.99 per hour
6☐ $4.00 or more per hour

7☐ I am unemployed

16. What is your **current employment status?**

Check the appropriate box or boxes below
☐ I am employed
  ☐ **full-time** (30 or more hours per week)
  ☐ **part-time** (less than 30 hours per week)
☐ I am **unemployed,**
  ☐ **but looking** for work
  ☐ and **not looking** for work
42 ☐ I am in the **military service**

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17. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

43 ☐ A school placement service coordinated with the State Employment Service
☐ Vocational Teachers helped place students in jobs by making referrals
☐ Guidance Counselors helped students find jobs
☐ Other (specify) ____________________

☐ School had no placement services

18. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

If yes, check the service(s) you have used since getting your first job

☐ Coordinated service provided by school and state employment service
50 ☐ Vocational teacher assistance
☐ Guidance counselor assistance
☐ Other (specify) ____________________

19. How many separate vocational courses did you take while enrolled in this vocational program?

__ __ Courses
53

20. Did you enroll in this vocational program with the specific purpose in mind of getting skill training in order to get a job in this field.

☐ Yes ☐ No

21. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

22. Would you **recommend** this vocational program to others?

☐ Yes ☐ No

23. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

58 ☐ Yes ☐ No

(CONTINUED NEXT COLUMN)

23. Continued.

If yes, check type(s) and purpose(s) below:

59 ☐ **General education program(s)**
☐ To raise my general education level
☐ Informal, noncredit course(s)

☐ **Vocational program(s)**
☐ To upgrade the vocational skills previously learned in this program
☐ To learn a new occupation

What type(s) of vocational training program(s) did you attend?
☐ Private school(s)
☐ Public school(s)
67 ☐ Business or Industry

24. If you did enroll for additional education after leaving this vocational program, have you received (or do you expect to receive) one or more of the following:

☐ Yes ☐ No

If yes, check type(s)
☐ A certificate (type) ____________________
70 ☐ A diploma (type) ____________________
☐ A 2-year associate degree (major) ____________________
☐ A 4-year college degree (major) ____________________
☐ Other (specify) ____________________

25. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

26. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

27. Are you interested in getting **more vocational** training?

☐ Yes ☐ No.

28. Are you interested in getting **more general** education?

77 ☐ Yes ☐ No

29. If you are interested in getting **more training** of **any kind,** indicate the type you are interested in:

____

Continued on Next Page

29 __ __ __ . __ __ __ __ __ For State Use Only

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Your ideas and reactions in response to these questions would be appreciated.

Your comments will be kept strictly confidential.

30. What specific things about this vocational program have you found to be the most useful to you in your present job?

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31. What specific things about this vocational program have you found to be the least useful to you in your present job?

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32. Based on your experiences, what suggestions do you have for improving this vocational program?

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